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ABSTRACT

Tennessee's career education program of 1975-76 was based on the following objectives: (1) provide orientation to state department of education personnel on how to effect incremental improvements in K-12 career education with an emphasis on grades 7-12; (2) provide in-service career education for selected local education leaders and assistance to them in developing plans for integrating career education in the curriculum; (3) provide technical and monetary assistance to local education leaders for training their school personnel in career education; (4) provide through principals, teachers, counselors, and librarians in the selected schools instructional programs based on the career education concept; and (5) publicize continuing career education activities and evaluations of the program's success in achieving each of the five objectives. Nine local school districts were selected to develop and implement a career education program. A third-party evaluator collected data on career education knowledge and attitudes of the program participants. An analysis of responses from state, school system, and local school personnel showed that the scores of each group reflected general knowledge of career education and that all three groups indicated a positive attitude toward career education. Data also showed that there was a definite and fairly consistent increment in student knowledge and attitudes toward career education as students advanced from grade 7 through grade 12. (Several examples of the monthly newsletter published by the project are appended.) (Author/BM)

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Project Number 554AH50040

Grant Number G007503737

FINAL REPORT

CAREER EDUCATION PROGRAM

From: 7-1-75 To: 6-30-76

Category of Project: Incremental

Project Director: Jerry F. Gaither

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FINAL REPORT

Project Number: 554AH50040
Grant Number: G007503737

CAREER EDUCATION PROGRAM

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June, 1976

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ABSTRACT

1. Project No.:	2. Grant No.:	3. Nature of Report
554AH50040	G007503737	X Final

4. Project Title	5. Period Covered by this Report:
Career Education Program	7-1-75 to 6-30-76

6. Category of Project (as specified in 45 CRF 160d.5 and 160d.11):

X Incremental

7. Project Director	8. Grantee/Assistance Contractor Institution/Address/Phone:
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Major Activities:

The Tennessee Department of Education assigned one Career Education Specialist in each of the nine Economic Development Districts. One school system in each district was awarded, on a competitive basis, $10,000 to assist in developing a pilot Career Education program. The staff of the Tennessee Department of Education participated in in-service training for the pilot program. A monthly newsletter, Career Education, was published and distributed.

Project Participants:

Nine school systems with some 26,000 students in grades 1-12 participated. Of this total 89 percent were white. Eleven percent were black. Less than one percent were American Indian or Alaskan native, Asian, or Hispanic in origin. The handicapped, gifted, and low income student participants were not identified. There were 13,416 male student participants and 12,466 female student participants.

Approximately 1,300 teachers, counselors, and administrators participated in the project.

No records were kept of the participants from the business, labor, industry, and parent groups.

Evaluation:

Evaluation of the Career Education Project was performed by thrid party evaluators from the Tennessee State Testing and Evaluation Center at the University of Tennessee, Knoxville. Data were reported on attitude toward career education and knowledge of career education. This data was gathered from students grades 7-12, teachers, local and State administrative and supervisory personnel.

There were approximately 26,000 students involved in the project to some degree. The project was designed to give emphasis to grades 7-12; therefore, the evaluation instruments were only used with students in grades 7-12. About 14,000 of the 26,000 students were in the group that was involved in the evaluation.

Changes and/or Problems:

The greatest concern of the future is the development of a plan to get the school systems to visit the pilot programs and establish an effective staff development program for their system.

There is a need for a State Advisory Council for Career Education with a broader representation and participation by members of the business, industry, labor and the general public. One of our major problems is the necessary money for travel by the District Career Education Specialists.

Dissemination Activities:

A monthly newsletter entitled Career Education was published. The newsletters were distributed to all local school system administrative and supervisory personnel, all State Department of Education Staff, Higher Education personnel including those people in charge of teacher training programs, the State Board of Education, State Legislators, selected members of business, industry, labor, trade, and professional associations. (See Appendix B.)

The nine local school systems developed a borchure explaining their programs. They also used other media such as the newspapers, radio, and television.

As a result the Tennessee Department of Education was deluged with requests for assistance in developing career education programs at the local level.

The final report of the project will be distributed to all the state coordinators of career education, the project directors of the other U.S.O.E. funded career education projects, and to all the local school systems in Tennessee.

Special Activities:

A monthly newsletter, Career Education, was published with distribution to persons in government, business, industry, labor and the news media. Also a media center was established for the Tennessee Department of Education that has assumed the responsibility for the identification, evaluation, and dissemination of career education materials. Efforts are being made to eliminate sex-biased career education materials.

Major Activities:

The Tennessee Department of Education Career Education project has five objectives. The objectives and progress made for each are listed below.

Objective 1: All State Department of Education staff will be provided orientation on how to effect incremental improvements in K-12 career education with a special emphasis on 7-12 career education.

A Task Force for Career Education composed of two representatives from each of the five divisions in the department was appointed. The purpose of the task force was to help formulate career education policy and to write a position paper that would represent the State Department of Education's philosophy and to develop an operational plan for implementing career education in the public schools of Tennessee. Those persons were also to serve as a direct personal contact for communicating career education concepts and practices to their constituents in the various divisions. They asked that all staff members in their divisions find ways of integrating the career education concept into their area of supervision and were available to assist in this endeavor. The State Testing and Evaluation Center developed a pre- and post-assessment instrument to determine the amount of increase in knowledge of career education philosophy, methods, and program activities as it relates to the area of supervision of the Tennessee Department of Education staff members.

The Career Education Specialist in each of the nine districts across the State conducted workshops for the other professional staff members in their district.

Objective 2: State Department of Education field staff will provide career education in-service for selected local education leaders, and give assistance in developing plans for integrating the career education concept with a special emphasis on grades 7-12.

The Tennessee Department of Education has been organized into nine Districts for the purposes of providing leadership, supervision and technical assistance to the local school systems across the State. These districts coincide with the economic development districts of the State. For the first time each district office has a professional staff member assigned as a Career Education Specialist whose function is to promote, develop and provide leadership to local schools in the areas of career education philosophy, methods, activities, and programs. These people were selected because of their experience, professional training, and interest in career education. They participated in selecting the local education leaders for in-service training as specified in objective two. These career education specialists are the field staff for career education and played a key role in implementing all the objectives of the project as well as all career education programs and activities in the public schools of Tennessee. The selected leaders came from the local school system in each district that was approved to conduct the pilot program in Career Education. See evaluation for the learner outcomes.

Objective 3: Selected local education leaders, with technical and monetary assistance from the State Department of Education will provide career education in-service training for principals, teachers, and counselors.

Nine school systems were selected to be participants in the implementation of objectives three and four; therefore, there is a great similarity in the activities and report of progress for these two objectives. To implement objective three and four the one-hundred and forty seven school systems in the state were sent a notice to submit a proposal to develop a model program in career education. Each program was to demonstrate incremental improvement. On a competitive basis using the criteria in our proposal, we selected nine school systems. These systems were awarded a contract and developed a program to demonstrate objectives three and four. The District Career Education Specialist participated in the selection of these systems and was the key person from the Tennessee Department of Education to provide professional leadership and assistance in the development and implementation of the projects. The District Career Education Specialist provided in-service training and was responsible for administration of pre- and post-assessment instruments as developed by the Tennessee State Evaluation Center. (See Appendix A.) For learner outcomes results see the evaluation section.

Objective 4: Teachers, principals, counselors, and librarians, in selected school systems, will operate an instructional program based on the career education concept, with an emphasis on grades 7-12.

As aforementioned, nine school systems were selected to carry out objective four. The program began in January of 1976. The selected systems became enthuasiastically involved in the operation of their pilot Career Education program. Some programs were system wide and some were in selected schools within the system. See the Evaluation section for the learner outcomes.

Objective 5: The career education staff will publicize continuing career education activities, and final results of career education projects. Results of mini-projects will be disseminated to the appropriate persons or agencies.

This objective was met mainly through regular communication channels of the Tennessee Department of Education. The Career Education Task Force and the District Career Education Specialist serve as the main line of communications. Additionally the Director of Career Education has also spoken to several teacher and counselor groups. To implement the regular channels of communications, a communications' specialist was employed who published a monthly newsletter, Career Education, and worked with the District Career Education Specialist in the selected pilot school systems. (See Appendix A.)

There still remains a great need to open the lines of communication with the Business and Industrial segment of the state.

PROJECT PARTICIPANTS

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

No. of Participants* Who Are:	Race/Ethnicity (all Participants including Handicapped, Gifted and Talented, and Low Income)						Of the Total, No. Who Are:			Of the Total, No. Who Are:	
	American Indian or Alaskan Native	Asian or Pacific Islander	Black/ Negro	Caucasian/ White	Hispanic	Total	Handicapped	Gifted & Talented	Low Income	Male	Female
Students:											
Elementary (K–6)	1	6	185	8906	7	9105	Not Identified	Not Identified	Not Identified	4732	4373
Middle/Jr. High (7–9)	16	32	2363	9023	22	11,456	"	"	"	5928	5528
Senior High (10–12)	18	13	392	4884	14	5,321	"	"	"	2756	2565
2–Year College	---	---	---	---	---	---	"	"	"		
4–Year College	---	---	---	---	---	---	"	"	"		
Adults (non-matriculated)	---	---	---	---	---	---	"	"	"		
Sub–total:	35	51	2940	22,813	43	25,882	"	"	"	13,416	12,466
Educational Personnel:											
Teachers	---	---	100	790	---	890					
Counselors	---	---	10	31	---	41					
Administrators	---	---	42	346	---	388					
Members of the Business/ Labor/Industry Community:	Not Identified	---	---	---	---	---					
Parents:	"	---	---	---	---	---					
Other (specify): _____	---	---	---	---	---	---					
Total:	35	51	3,092	23,980	43	27,201					

*Participants include those directly served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

THIRD PARTY EVALUATION

FINAL EVALUATION REPORT

July 1, 1975 - June 30, 1976

Career Education Program

Project Number 554AH50040

Grant Number G007503737

Category of Project: Incremental

Dr. John N. Hooker, Director
State Testing and Evaluation Center
University of Tennessee Knoxville
Knoxville, Tennessee

June, 1976

CAREER EDUCATION EVALUATION

Objectives

Tennessee's Career Education Program of 1975-76 had five main objectives:

(1) to provide orientation to State Department of Education Personnel on how to effect incremental improvements in K-12 career education with a special emphasis on 7-12 career education.

(2) to provide career education in-service for selected local educational leaders and assistance to them in developing plans for integrating the career education concept, with special emphasis in grades 7-12.

(3) to provide technical and monetary assistance to the selected local education leaders for training principals, teachers, and counselors in career education.

(4) to provide through principals, teachers, counselors and librarians in the selected schools instructional programs based on the Career Education Concept, with emphasis in grades 7-12.

(5) to publicize continuing career education activities and evaluations of the program's success in achieving each of the five objectives.

Choosing Participants

Inservice in Career Education was provided by the Career Education Director and the Project Evaluator to the Department's nine District Career Education Specialists. The specialists provided voluntary inservice to most Department personnel. A total of 155 Department professionals participated in the study.

After receiving training in career education philosophy, methods, programs, and evaluation, the Career Education Specialists and other Department coworkers involved 44 selected local education leaders in career activities. Some 192 principals, teachers, counselors, and librarians participated at the school level.

Nine local school districts, one from each of the development districts, were selected to develop and implement a career education program. In all, approximately 14,000 students were involved in instructional programs based on the Career Education concept. Of the 14,000 affected students, 2,875 were selected from grades 7-12 to participate in the evaluation program. Two school districts selected all of the affected students to participate. Seven school districts selected a random sample of students by using a table of random numbers procedure and by using a table from Educational and Psychological Measurement for determining sample size.

The Evaluation Design

Objectives 1, 2, and 3 were evaluated by two kinds of instruments; one part measured knowledge of Career Education and another part measured attitudes of the participants.

Objective 4 was evaluated by using the Career Maturity Inventory which includes five competence measures and one attitude measure.

The original design called for pre-post testing. Due to unavoidable administrative problems, the local projects did not start in time to administer a pre-test at the beginning of the year and a post-test at the end of the year; consequently, the design was changed to the treatment adequacy assessment design which retained the discrepancy model features. This was accomplished by determining the actual percent correct as compared with the desired percent correct of one hundred. An additional dimension was made in the ninth grades by comparing project students with students statewide.

What the Data Shows

The overall degree of success by the State in delivering appropriate knowledge and attitudes to each of three groups (Objectives 1, 2, and 3) is pictured in Tables I and II. The data in Tables I and II were accumulated from the administration of a two-part knowledge test and an attitude test (samples in Appendix A). Part I of the knowledge test contained 26 multiple response items, and Part II contained 20 True-False items. The attitude test contained 20 scaled items with four response positions ranging from strongly agree to strongly disagree. Part I of the knowledge test originally contained 28 items. Two were considered ambiguous and were deleted prior to scoring.

The criterion of success for each group was 100% correct on each of the 46 items. A glance at Table I shows that the total score for all groups combined is 31.25. This is 14.75 points below the criterion of 46. Sixty-eight percent of the goal was realized (31.25 ÷ 46). It is noted that all three groups scored approximately the same with State supervisors only slightly ahead (71%) of Local supervisors (70%) and Local school personnel (66%).

Further analyses of the information gained from the administration of the Career Education Knowledge Test are shown in Table II. The average percent correct of participants in each group is given for each item and for the total test. Generally the first two groups, State Supervisors and System Supervisors, scored about the same on individual items. The third group, School Level Personnel, scored slightly lower on the average. An analysis of the response choices did not show characteristic response patterns for any group The conclusion is that the test itself is not diagnostic, and the scores of any particular group (or individual) reflect general knowledge of career education.

TABLE I

Extent to Which Three Project Groups Met the Criterion Score of Forty-Six on a Two-Part Test

Group	Knowledge of Career Education - Part I			Knowledge of Career Education - Part II			Total		
	N	Criterion Score	Actual Score	N	Criterion Score	Actual Score	Criterion Score	Actual Score	Percent Success
State Supervisors	155	26	15.60	154	20	16.86	46	32.46	71
Local Supervisors	44	26	15.26	43	20	16.79	46	32.05	70
Local School Personnel	192	26	14.35	190	20	15.82	46	30.17	66
Unknown Group	18	26	15.16	19	20	15.31	46	30.47	66
TOTALS	409	26	14.96	406	20	16.29	46	31.25	68

TABLE 11

Percent Correct Response of Three Project Groups on Each Item In Part I and Part II of the Career Education Knowledge Test

PART I				PART II			
Item No.	Percent That Answered Each Item Correctly			Item No.	Percent That Answered Each Item Correctly		
	STATE PERS.	SYSTEM SUPERV.	SCHOOL PERS.		STATE PERS.	SYSTEM SUPERV.	SCHOOL PERS.
1	56	61	55	1	85	96	86
2	83	66	66	2	43	66	31
3	93	91	83	3	95	98	90
4	72	77	73	4	97	98	93
5	D E L E T E D			5	91	96	89
6	8	18	8	6	80	86	71
7	85	86	82	7	92	100	89
8	56	48	51	8	98	98	94
9	94	98	84	9	98	96	93
10	89	80	82	10	89	93	83
11	67	75	65	11	48	39	35
12	25	16	36	12	90	80	80
13	52	48	35	13	98	98	89
14	94	100	87	14	60	61	67
15	77	75	71	15	94	100	89
16	75	77	72	16	99	98	92
17	67	63	60	17	93	93	91
18	42	37	36	18	71	80	68
19	12	23	18	19	93	82	87
20	76	79	71	20	73	57	66
21	64	51	63				
22	20	14	23	Totals	84	86	79
23	60	72	46				
24	59	51	52				
25	70	65	61				
26	D E L E T E D						
27	28	33	21				
28	44	37	41				
Totals	60	59	56				
TOTALS for Part I and Part II	71	70	66				

Another part of the evaluation of Objectives 1, 2, and 3 is concerned with attitudes toward career education. In the absence of normative data, or pre-test data, judging the attitudes of the three groups on a criterion basis is recommended. The criterion is a 100% positive attitude.

The extent to which the three project groups attained the criterion is shown in Table III. Differences among the three groups are small. School level personnel differed slightly from the other two groups (about 2-3 percentile points). Assuming validity of the attitude scale, the favorable response score of 87.1 percent for the total groups indicates a very high attitude toward career education. However, the reader may gain a greater appreciation of the scale (overall relevance, validity of specific items, etc.) by looking at the items and the manner in which each group responded to each item. This information is given in Table IV.

A study of the responses in Table IV indicates that general attitudes of the three groups are the same toward specific concepts of career education. Exceptions to the general trend are noted in the way school level personnel responded to items 4, 7, 11, 12, and 14. The lower scores recorded by the school level group seem to reflect an attitude of "We're doing pretty well as it is without additional emphasis to career education". This attitude is characterized by more negative responses. For example, item 4 states "Most people finish high school not knowing what kind of career they prefer". Overall, school level personnel agreed to this statement, but not as strongly as the other groups. Another example is item 12, which states "There is not enough time in the school day to do all there is to do without adding career education to the load. While the responses showed 75% disagreement with the statement, 25% evidently felt like a new program of career education was not worth the effort, or they were being defensive about the school program as it existed.

TABLE III

Attitudes of Three Target Groups and Total Group
Toward Career Education as Shown
by Percents in Each Category

	State Personnel	System Supervisors	School Personnel	Total
Most Favorable	37.1	39.0	37.4	37.4
Favorable	50.9	50.3	48.5	49.6
Total	88.0	89.3	85.9	87.1
Unfavorable	9.9	8.8	11.2	10.4
Most Unfavorable	2.3	1.7	3.9	3.0
Total	12.2	10.5	15.1	13.0

TABLE IV

Positive Attitudes of Each of Three Target Groups as Indicated by the Percent Responding Favorably to Each Test Item

	State	System	School
1. More emphasis should be given to career education ...	88	93	87
2. Career education is another fad	90	96	89
3. Career education: a job for counselors	84	92	86
4. Most high school graduates know career preferences	88	91	82
5. Career Education serves mainly the non-college bound	81	80	78
6. Career education changes career choices	92	93	90
7. Career choices will take care of themselves without special effort	90	71	74
8. Career education equally important to all	90	98	90
9. College degree necessary for success	92	91	91
10. Enthusiasm for career education	90	98	90
11. Career education decreases dropouts	94	93	77
12. Making room in school day for career education	86	89	75
13. Career education proponents are creditable	87	89	88
14. Career education and vocational education are the same	87	93	79
15. Career education already has a legitimate role	64	58	55
16. Career oriented schools are more useful	89	89	87
17. Study of careers should begin in elementary school	92	98	86
18. The school should provide information and experiences of the world of work	95	93	93

TABLE IV (continued)

	State	System	School
19. Career education taught separately	87	93	79
20. Purpose of career education is to facilitate career choices	91	87	94
TOTALS	88	89	86

Objective 4, the degree to which school personnel implemented career education programs, is evaluated by testing student knowledge and attitudes in career education which resulted from the implemented programs. Table V gives an overall summary of students' career development. As with Objectives 1-3, the criterion of success in this table is 100% correct; that is, a desirable level of career development is for each student to respond correctly to all of the test items by the time they become seniors. Arguments against a 100% criterion can be advanced; however, in view of the void of reliable and valid procedures for setting an expectancy level, the 100% level is an arbitrary decision.

A study of the data presented in Table V shows a definite and fairly consistent increment in student knowledge and attitudes of career education as students advance from Grade 7 up through Grade 12. For example, on subtest "Knowing Yourself", an average of 50% of 7th grade students answered the test items correctly, and an average of 57% of 8th graders answered the items correctly. In similar fashion, 59% of 9th graders, 64% of 10th graders, 69% of 11th graders, and 71% of 12th graders answered the items correctly. The average increase in this subtest from one grade to the next is 4.4 percentage points.

The profile created by student responses seems to indicate that students are most mature in "Knowing About Jobs" and significantly less mature in "What Should They Do" which measures skills used in making decisions.

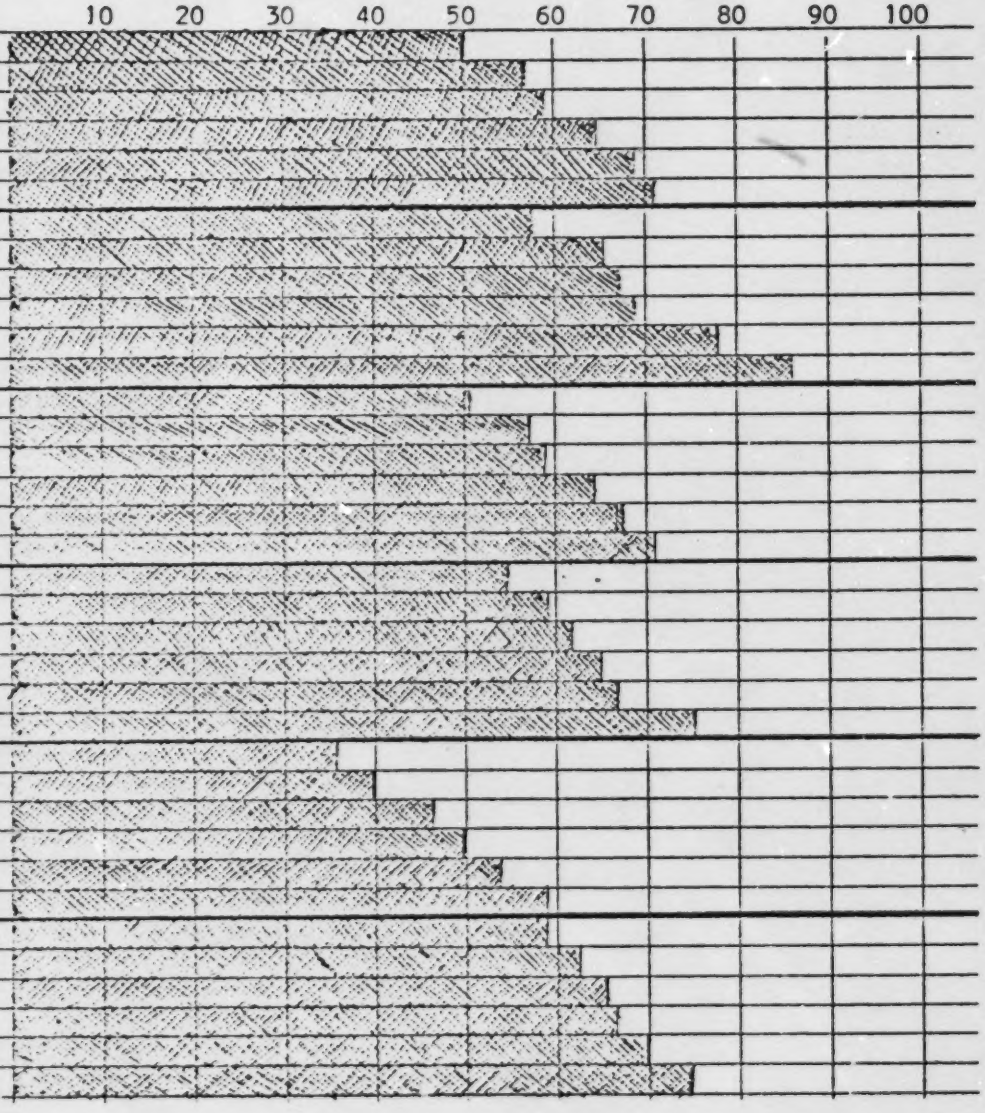
Another way to measure success of the Tennessee Career Education Program is to compare the increment in scores from one grade level to the next with that shown in the National experimental norms. For example, the mean national percentile scores for Grades 7 and 8 on "Knowing Yourself" are 52 and 55 respectively, a difference of 3 points. Project 7th and 8th graders scored 50 and 57, a difference

TABLE V

MEAN RAW SCORES, STANDARD DEVIATIONS AND DEGREE OF CAREER DEVELOPMENT IN GRADE 7-12

CAREER MATURITY INVENTORY

	Grade	Mean	St.Dev.	%ile
KNOWING YOURSELF	7	10.0	3.8	50
	8	11.4	3.7	57
	9	11.8	4.1	59
	10	12.7	3.8	64
	11	13.7	3.3	59
	12	14.1	3.5	71
KNOWING ABOUT JOBS	7	11.5	3.9	58
	8	13.0	3.7	65
	9	13.4	4.2	67
	10	13.8	4.5	69
	11	15.6	3.6	78
	12	17.1	2.6	86
CHOOSING A JOB	7	10.2	3.4	51
	8	11.4	3.3	57
	9	11.8	3.6	59
	10	12.7	3.5	64
	11	13.6	3.6	68
	12	14.1	3.6	71
LOOKING AHEAD	7	10.7	4.2	54
	8	11.8	3.8	59
	9	12.3	4.1	62
	10	13.0	4.0	65
	11	13.6	4.0	68
	12	14.9	3.9	75
WHAT SHOULD THEY DO	7	7.2	2.9	36
	8	8.0	3.1	40
	9	9.1	3.3	46
	10	9.9	3.5	50
	11	10.6	3.2	53
	12	11.8	3.5	59
ATTITUDE SCALE	7	29.5	6.2	59
	8	31.2	5.9	62
	9	32.3	6.1	65
	10	33.7	5.4	67
	11	35.2	5.1	70
	12	36.9	5.2	74



of 7 points. Project students, therefore, exhibited a greater increase (4 points) between Grades 7 and 8 than did students in the national group. This difference (+4) is shown in Table VI on line with "Knowing Yourself" and under the 7-8 grades column. Following the line across to the "Total 7-12" column, a(+)2 is recorded as the algebric sum of the difference between Project 7-12 students and national 7-12 students. Differences between grades are obtained for each of the main subtests of the competence test and for total. The last figure, (+)6.2, on the last line and in the last column represents the average percentage points gained per year by project students over national students on all five subtests.

A final and perhaps more accurate way of determining the status of 9th grade project students is to compare them with State norms for 9th graders constructed in January, 1976. In addition, if one assumed that the typical project student was at the same level of development as the typical State student in January, 1976, then a base is established from which to measure gain over a 3 - 3½ month period. The data in Table VII shows that project 9th graders tested in May, 1976, averaged 4.5 percentage points higher on all subtests, including attitudes, than did their counterparts in the nation. This information, added to the fact that Tennessee Project students did better on the Career Maturity Inventory than national students, leads to the conclusion that Project students did indeed benefit from the career education experiences provided through the State's 1976 Career Education Program.

TABLE VI

COMPARISON OF PROJECT INCREASE IN PERCENT CORRECT WITH NATIONAL INCREASE IN PERCENT CORRECT BETWEEN GRADES

		BETWEEN GRADES					
		7-8	8-9	9-10	10-11	11-12	TOTAL 7-12
KNOWING YOURSELF	NATIONAL	3	1	4	8	3	19
	PROJECT	7	2	5	5	2	21
	DIFFERENCE	+4	+1	+1	-3	-1	+2
KNOWING ABOUT JOBS	NATIONAL	7	-1	4	8	3	21
	PROJECT	7	2	2	9	8	28
	DIFFERENCE	0	+3	-2	+1	+5	+7
CHOOSING A JOB	NATIONAL	0	-2	5	8	1	12
	PROJECT	6	2	5	4	3	20
	DIFFERENCE	+6	+4	0	-4	+2	+8
LOOKING AHEAD	NATIONAL	1	-3	7	6	4	15
	PROJECT	5	3	3	3	7	21
	DIFFERENCE	+4	+6	-4	-3	+3	+6
WHAT SHOULD THEY DO	NATIONAL	5	-2	2	7	3	15
	PROJECT	4	6	4	3	6	23
	DIFFERENCE	-1	+8	+2	-4	+3	+8
TOTAL AVERAGES	NATIONAL	+3	-1	+4	+7	+3	+16
	PROJECT	+6	+3	+4	+5	+5	+23
	DIFFERENCE	+3	+4	-1	-3	+2	+6

TABLE VII

COMPARISON OF 9TH GRADE PROJECT
PERCENT CORRECT WITH 9TH GRADE STATE
PERCENT CORRECT

	STATE PROJECT CORRECT	PROJECT PERCENT CORRECT	DIFFERENCE
KNOWING YOURSELF	54.6	59.0	+4.4
KNOWING ABOUT JOBS	62.2	67.0	+4.8
CHOOSING A JOB	55.1	59.0	+3.9
LOOKING AHEAD	56.0	61.5	+5.5
WHAT SHOULD THEY DO	40.8	45.5	+4.7
ATTITUDES	60.9	64.6	+3.7
		TOTAL	+27.0
		AVERAGE	+4.5

Objective 5, to publicize continuing career education success, was judged to be sufficiently met as indicated from the following activities and outcomes.

1. A monthly newsletter was published and distributed to principals, superintendents, supervisors of instruction, directors of education, selected personnel in higher education, State Department of Education Personnel and selected members of business, industry and the general public.

2. Approximately 30 appearances have been made by the Director before professional groups and the public.

Changes and/or Problems:

The greatest concern of the future is the development of a plan to get the school systems to visit the pilot programs and establish an effective staff development program for their system.

There is a need for a State Advisory Council for Career Education with a broader representation and participation by members of the business, industry, labor and the general public. One of our major problems is the necessary money for travel by the District Career Education Specialists.

Dissemination Activities:

A monthly newsletter entitled Career Education was published. The newsletters were distributed to all local school system administrative and supervisory personnel, all State Department of Education Staff, Higher Education personnel including those people in charge of teacher training programs, the State Board of Education, State Legislators, selected members of business, industry, labor, trade, and professional associations. (See Appendix B.)

The nine local school systems developed a brochure explaining their programs. They also used other media such as the newspapers, radio, and television.

As a result the Tennessee Department of Education was deluged with requests for assistance in developing career education programs at the local level.

The final report of the project will be distributed to all the state coordinators of career education, the project directors of the other U.S.O.E. funded career education projects, and to all the local school systems in Tennessee.

Special Activities:

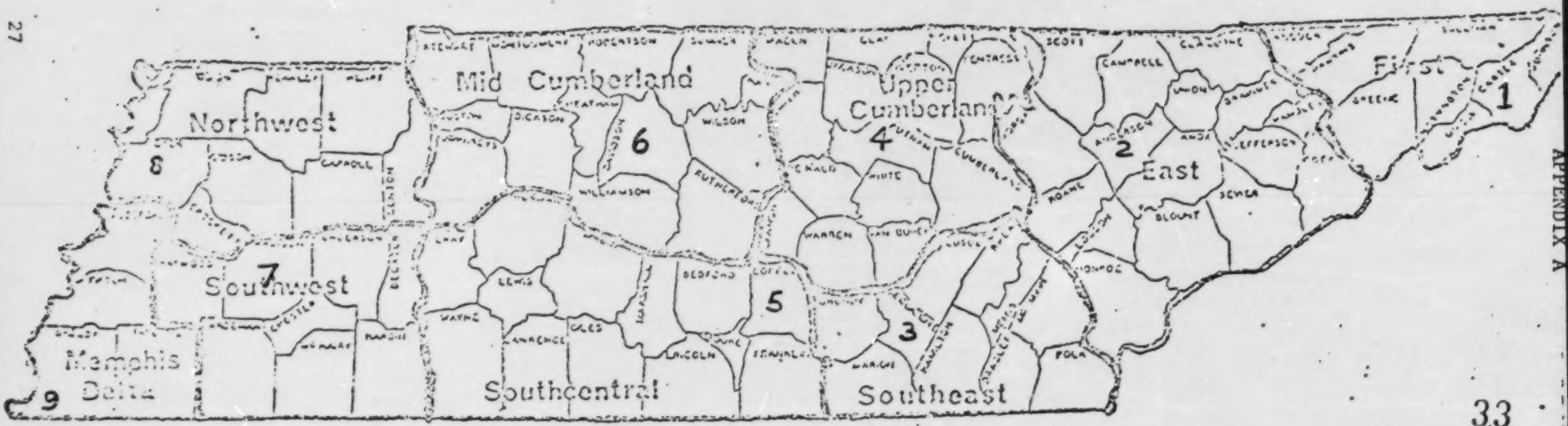
A monthly newsletter, Career Education, was published with distribution to persons in government, business, industry, labor and the news media. Also a media center was established for the Tennessee Department of Education that has assumed the responsibility for the identification, evaluation, and dissemination of career education materials. Efforts are being made to eliminate sex-biased career education materials.

APPENDICES

CAREER EDUCATION PILOT PROJECTS 1975 - 76

Project Number	Development District	School System	TN Department of Educat Career Education Specia
1	First Tennessee	Elizabethton City	Cecil Doreing
2	East Tennessee	Anderson County	Mary Sweeten
3	Southeast	Sequatchie County	Bob Lamb
4	Upper Cumberland	Putnam County	Charles Windle
5	South Central	Manchester City	Linda Moon
6	Mid-Cumberland	Metro-Davidson	Paul Holmes
7	Southwest	Jackson City	Kenneth Hawkins
8	Northwest	Dyersburg City	Gilbert Harrison Martha Polk
9	Memphis Delta	Shelby County	Kenneth Hawkins

TENNESSEE



MAP OF DEVELOPMENTAL DISTRICTS

Career Education

VOLUME 1 NUMBER 1 • A NEWSLETTER FOR TENNESSEE CAREER EDUCATION • FEBRUARY, 1976

Tennessee Youth "EYE-BALL" Careers

Rich Man, Poor Man
Beggar Man, Thief
Doctor, Lawyer
Merchant, Chief

Through the fusion of career education into the traditional school subjects, Tennessee youth are beginning to realize that the traditional "counting" rhyme hardly fits present technological society. In fact, little girls today might marry someone involved in anyone of the more that 21,000 job titles. And, according to the latest statistical figures and projections, little girls themselves will also be choosing from any and all of these myriad of possibilities. In today's society career education means every student headed for a goal.

"There have been nine Tennessee School systems selected to put special emphasis on career education concepts in a pilot project made possible through a limited U.S.O.E. grant," says Career Education Director, Jerry Gaither. The following systems were selected:

1. Elizabethton City
2. Anderson County
3. Sequatchie County
4. Manchester City
5. Putnam County
6. Davidson County
7. Dyersburg City
8. Shelby County
9. Jackson City

"Even though these systems will 'pilot' a project, we are encouraging all school systems to integrate career concepts into their schools' curricula, " continues Mr. Gaither. This infusion of career education will be in keeping with the "eighth-goal of education" as defined in the *1975-1976 Tennessee State Board of Education Rules, Regulations and Minimum Standards Handbook* which states:

8. "Acquire career information and Economic Competence . . ."

In order to further this goal and help local systems infuse career education into the total learning experience of students, the following Tennessee Department of Education specialists have been appointed by their team leaders to be the Career Education person in their districts:

First Tenn District	Cecil Boreing
Upper Cumberland Tenn. District	Charles Windle
Southeast Tenn. District	Bob Lamb
East Tenn. District	Mary Sweeten
Mid Cumberland Tenn. District	Paul Holme
South Central Tenn. District	Leslie White
Northwest Tenn. District	Martha Poll
	Gilbert Harrison
Southwest Tenn. District	Jerry Smith
Memphis Delta	Jerry Smith

Continued on Page 3

What Is Career Education?

In its current policy paper the U.S. Office of Education, under Commissioner T. H. Bell, and the Office of Career Education, under Director Ken Hoyt, have formulated this definition:

> "Career is the totality of work (paid and unpaid) in his or her lifetime—It is a developmental concept beginning in early years and continuing through retirement."
>
> "Education is the totality of experience through which one learns."
>
> "Career Education is the totality of experience through which one learns about and prepares to engage in work (paid or unpaid) as part of her or his way of living."

S. P. Marland, Chairman of the National Advisory Council for Career Education and former U.S. Commissioner endorses the above definition and extends the definition:

> "All education is career education. It must encompass the entire school program for all students . . . but we must direct it in some way that it will have real meaning for pupils as they prepare for living in the world of the future."

How Does Career Education Differ From Vocational Education?

1. Career education includes career awareness, exploration, decision making, preparation, entry, and advancement. Vocational education has only one of these components -- career preparation — as its main thrust.

2. Career education is for *all* persons, whereas vocational education, as it now exists, concentrates primarily on people seeking vocational-technical education below the baccalaureate degree level.

WHY CAREER EDUCATION

Over the last few years American educators have faced increasing demands to make education relevant to the world of work. Criticisms currently leveled against education have been identified by the U.S. Office of Education as follows:

Millions are leaving our high schools and college systems deficient in basic academic skills required for adaptability in today's rapidly changing society.

Too many students fail to see *meaningful relationships between what they are being asked to learn in school and what they will do when they leave the system.* This is true of both those who graduate and those who drop out.

American education, as currently structured, best meets the educational needs of that minority of persons who will become college graduates. It fails to place equal emphasis on meeting the educational needs of that vast majority of students who will never be college graduates.

American education has not kept pace with the rapidity of change in the post-industrial occupational society. As a result, when worker qualifications are compared with job requirements we find *OVER educated or UNDER educated* workers present in large numbers. Both the boredom of the over educated worker and the frustrations of the under educated have contributed to growing worker alienation in the total occupational society.

Too many persons leave our educational system—secondary and college—unequipped with vocational skills, self-understanding and skills for making career decisions wisely, or work attitudes essential for making a successful transition from school to work.

The growing needs for and presence of women in the work force has not been reflected adequately in either the educational or the options typically pictured for girls enrolled in our educational system.

The growing needs for continuing and recurrent education of adults are not being met adequately by our current systems of public education.

Jerry Gaither, Director
Career Education

Sam H. Ingram, Commissioner
Tennessee Department of Education

Jo DeFord Sullivan
Editor

Published by the Tennessee Department of Education through the Division of Instructional Services-Career Education Program.

Insufficient attention has been given to learning opportunities which exist outside the structure of formal education and are increasingly needed by both young and adults in our society.

The general public, including parents and the business industry-labor community, has not been given an adequate role in formulation of educational policy.

American education, as currently structured does not adequately meet the needs of minority or economically disadvantaged persons in our society.

Post high school education has given insufficient emphasis to occupational educational programs in harmony with academic programs.

These criticisms all center around the felt need for a relationship between education and the future employment opportunities of individuals. Further evidence of this need is also indicated by such recent surveys as:

A Gallup-poll indicated that 90% of those people questioned favored education giving more emphasis to the study of professions, trades, businesses in order to help students make informed career choices.

The National Institute of Education surveys have repeatedly revealed a strong and consistent preference for job skills above other outcomes of a high school education.

A 1974 nationwide study of youth conducted by Prediger Roth and Noeth indicated that students perceive their own need for help in career planning. Three-fourths of the nation's juniors would like help; it's almost the same rate for eighth graders. If recognition of the need for help with career planning is interpreted as an indicator of *readiness*, the American teenager appears to be anxious to get on with career concepts and development.

In addition to these facts, it has been conservatively estimated that about 2.5 million students graduate or drop-out without a plan for a career and with few marketable skills. This is costing approximately $28 billion to "educate" them for potential failure.

The above conditions and facts have stimulated federal legislation (section 406, Public Law 93-380) to give impetus to the fusion of Career Education into the fabric of all education and establish a new Office of Career Education with the authority to *demonstrate* the concept of career education.

All students need career education. With more than 21,000 jobs and careers from which to choose, students must be helped to make decisions wisely. Career Education can meet the challenge!

TENNESSEE YOUTH "EYE-BALL" CAREERS
Continued from page 1

These specialists' services are available to all local school systems.

Besides developing positive attitudes toward work, Tennessee youth will be seeking such educational outcomes derived from the basic career concepts as:

1) self-awareness and understanding
2) career awareness and exploration
3) decision-making skills
4) job preparation skills

Students will have "eye-ball" contact with all lifestyles outside the schoolhouse. Major teaching tools will be local businessmen and employees in all phases of business and industry.

Who am I? Why am I? What's my line? How does this "stuff" that school is made of relate to the world of work? That's the crux of career education in Tennessee. And what better education can a school be about that helping a youth determine the why's and how's of living a more successfully fulfilled life during those hours which will be the majority of his waking life.

Resources for Career Information

Books

Bailey, Larry J. and Stadt, Ronald W., *Career Education: New Approaches to Human Development.* McKnight & McKnight to Publishing Co., Bloomington Ill. 1973.

Hoppoch, Robert., *Occupational Information: Where to Get it and How to Use it in Counseling & Teaching.* McGraw Hill Book Co., N.Y. N.Y., 4th Edition.

Title	**Guide to Federal Career Literature**
Order From:	Superintendent of Documents U.S. Government Printing Office Washington, D. C. 20402
Date:	1972
Cost:	45 cents
Description of Media:	Booklet
Description of Material:	

A convenient reference guide to Federal Recruiting literature. It contains brief description of 232 publications from 46 different departments and agencies. The pamphlets and brochures listed represent only the principle publications used in nationwide recruiting for college entry level positions. Most entries include: title, date of publication, number of pages, dimensions, geographic location of positions covered, summary of contents, college majors for which brochures is applicable, where to obtain copies.

Career Education Works

The New 3 R's — Relevant, Realistic and Responsive to Needs

- **Florida** students have turned their school into a supermarket. The students have actually set up job descriptions, written resumes, filled out job applications forms, priced items, and figured sales and profits. In general, these students, by using empty cans and play money, have practiced storekeeping as well as comparison shopping.

- Students in Wyoming are forming their own company, selling stock, producing a product, using advertising and other sales techniques to market their product, figuring cost accounting and learning the business of making profit.

- New Orleans students have formed a creative arts center to explore career opportunities, salary possibilities, life-styles, as well as developing skills in the visual and performing arts.

  In some areas across the country, seniors are "cooping" 10-20 hours a week in professional offices, in government and industry, to gain on-the-job experience.

- For potential drop-outs, some schools are focusing upon job applications, interview preparations, and job skill development. Students are actually going to look at various kinds of jobs. Not only has prior school preparation helped prevent those students from joining the ranks of the unemployed or welfare recipients, but also many have used their earnings to continue their schooling.

- Students in Massachusetts have organized a "Student-run hot—line" which operates at school 5 days a week and is advertised in the local paper. Students receive training in hot line techniques (including systematic human relations training). Also, they are introduced to a card file of referral agencies to help with any problems — mental, physical — family problems and other social problem solving. Students record pertinent information, nature of problem, agency to refer etc. Files are kept strictly confidential.

These projects represent but a few of the many yeasty innovations brewing across the country as the integration of career education into the school curricula becomes a vehicle for educational reform — *a reform to establish a meaningful relationship between school and education, between the world of work and the lifestyle of the individual.*

"Projects Inquiry", "Career-Expos", Career Breakfast Clubs, featuring community involvement guest speakers, job displays, media sources, and teacher-student ideas extend the schoolroom into the real world. Even though its of recent beginnings, career education is working an impact.

CAREER EDUCATION

VOLUME 1 NUMBER 2 • A NEWSLETTER FOR TENNESSEE CAREER EDUCATION • MARCH, 1976

Study of Self Is Key To Career Planning

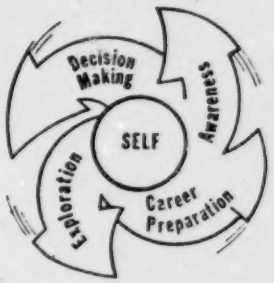
And there were three men
Went down the road
As down the road went he:
The man they saw, the man he was,
And the man he wanted to be.

(Lines ascribed to John Masefield)

A dominant theme in any field of *human resource development*, whether in education, economics, psychology, or sociology is the concept of "Self" and the multiple yet unified nature of the self concept. The "Self" can be defined simply as one's inner world. It is not a separate person within a person, but rather it is the person's views of "I" and "ME" and even sometimes "MINE". It's the person's ideas, beliefs, feelings and opinions about himself in the form of I AM (his nature), I CAN (his abilities), I SHOULD OR SHOULD NOT (his values), and I WANT TO (his desires and hopes). These beliefs or ideas are formed primarily through a dynamic interaction of "Self" and others – people and environment. Self-examination, self-discovery, are part and parcel of self-actualization and self-fulfillment, the essential ingredients for meaningful living and continuous growth.

Likewise, self-examination, self-discovery, and developing a positive self-concept is the essence – the *sine qua non* – of the Career Education Model as envisioned by the educational, business, industrial, labor, and parental leaders. Self-awareness is the "hub" or center around which the Career Education Model spirals. The model is

self-awareness
career awareness
career exploration
decision-making skills
career development skills



Career Education is education's response to the increasing demands placed upon the schools from youth, adults, and society in general – a demand for "accountability", not just for finances and use of facilities but for developing young people for a complex, modern living and for upgrading the skills of adults.

The cries of discontent – worker alienation, social isolation, meaninglessness and irrelevancy, along with the situations of dissatisfactions, such as the grade level decline in basic skill development, academic failures, absenteeism, drug abuse, vandalism, and assaults on teachers, administrators, and pupils are all expressions and symptoms of a deeper, malfunctioning condition – a deficiency in the self-concept developmental process: mainly manifested in either of two forms (1) either in a lack of awareness and understanding of "Self" and an inability of "Self" to identify and relate to people and objects in the real world – to find the place in the sun – so to speak – and/or (2) a poor, uneducated or warped self-concept. This malfunctioning condition is the result of a "bag" of social ills, *not just those of*

education's alone. It is primarily a result of the interface and interaction or *non*-interaction of many facets of society, its institutions, its changing environments, and its variety of peoples' playing multiple roles - all of which have provided "inputs" into the product – SOCIETY'S YOUTH.

Look at Society's Input

In this post industrial society, when an 18 year old "kid" walks out from the protected and protective home and school, he is like a modern day Rip Van Winkle. He probably knows no hard physical work and probably has never missed school for lack of transportation, clothes, or shoes. Fortunately, because of modern technology, he has taken most of these needs and many of his "wants" for granted.

In school, the student has been fed bits and pieces of subject content which is either irrelevant or seems to be because of the way it was handled. Mainly, he finds that school has prepared him for the **6 R's**: (1) Remedial 'Riting (2) Remedial Reading (3) Remedial 'Rithmetic – rather than having prepared him for the 3 P's: (1) Preparation for Living (2) Preparation for Change (3) Preparation for Learning.

Through home, the youth may have received some quality input, but he may also have been batted around like a pingpong ball. Unfortunately, statistics more and more are showing that chances are that he is living with only one parent, a figure with whom he may or may not be able to identify. Even the traditional churches have not been as potent a force as they once were.

Yet, with these inputs, this youth is expected to become part and parcel of society's establishments, pay taxes, fight wars, buy goods and services, rear families, pay bills and mortgages, and follow rules and laws about which he has very little understanding and not part in creating – all this, when he doesn't really know yet who he is. Is there any wonder that some youth become disillusioned or assume T.V. images – the modern cowboy on motorcycle, cops or robbers. The beards, the long hair, strange dress and the experimenting with the occult are shouting, "LOOK AT ME" and represent coping techniques in the search for identity and group belongingness. Some young adults do contribute their services by trying to solve today's social ills. Many have joined the Peace Corps, Vista, etc. Some launch out in the frustrating task of trying to change the system. Whatever way, each kid faces a dilemna when entering the real world of work.

Career Education Utilizes Learning Theory

By fusing school and work world, career education can help alleviate this image dilemna. Students can discover "self" as they learn to relate to the outside world of people, work and problems. The Career Education Concept is NOT educators attempt at "icing over" a curriculum, much disputed by the long standing debate between the "essentialists" of Robert Hutchins and the "pragmatists and instrumentalists" of John Dewey. Nor is it a separate subject to be added to the list of subjects now offered for choice. Rather, it is the putting into practice what educators have known about how children learn since the 15th and 16th centuries, so aptly stated by Pestalozzi, Rousseau, Comenius and others, i.e.--

- that most children learn more quickly and retain better in situations that are real, concrete, non-verbal, inductive and kinesthetic.
- that they learn best when knowledge is experience based.
- that when children have an opportunity to try out, fabricate, see, hear, feel, smell, work, their behavior changes and motivation toward WORK changes, and also their personal, social, economic attitudes toward work change.

Studies (Purhey, 1976) and others have shown that students' failures, lack of motivation, dropouts, difficulties in basic skills seem to be a consequence of their beliefs about themselves, and not the result of deficiencies in capacity. Many students see themselves as incapable of school work and, therefore, of any kind of work.

Carl Rogers, Arthur Combs, et.al. have so stated:

- that the self-development, out of which the interaction and communication with the environment occur, is a social product;

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- ☐ that the individual's perception of himself and his environment will determine his behavior;
- ☐ that learning is more rapid if it is perceived by the learner as related to positive aspects of "self";
- ☐ that the "self" determines what is perceived and the closer the experience to "self", the greater its effect;
- ☐ that the "self" strives for consistency and behaves in ways which are consistent with itself – Self-concepts are followed in a compulsive manner;
- ☐ that the "self" can be changed through school experiences
- ☐ that the development of "self" begins with birth and concepts of "self" continue to develop throughout life.
- ☐ The change with age and learning. The change may be positive or negative, depending upon the role the individual plays in school and in making a living.

Young People Respond to Accepting Environment

Teachers play an instrumental role in the self awareness growth process and in encompassing career education into each of their disciplines, so that academic studies can be more relevant in themselves and part of the entire enduring fabric of people's everyday lives. Besides relating studies to job opportunities, all teachers can stimulate the self-discovery process by utilizing such basic tenets as:

- ☐ creating a warm, accepting classroom environment
- ☐ encouraging students to formulate and identify opinions, beliefs, tastes, and values about others, things and events in the world

  encouraging students to share by talking about their *feelings* as well as their experiences. This requires patiently listening and encouraging expression, no matter how difficult the feelings are to express or how awkwardly expressed, at first;

  reviving the classic fairy tales in their original, sophisticated forms, not in the changed prettied up versions. Such tales as the Brothers Grimms', Hans Christian Anderson's, the Greek, Roman, Norse, & German myths and the folk tales and stories like *Alice* are really "spiritual explorations which reveal human life as seen, felt or derived from the inside of people." says Bruno Bettleheim. Bettleheim further states that fairy tales, unlike any other form of literature, direct the child to discover his *IDENTITY* and *CALLING* and suggest what experiences are needed to develop his character farther.
- ☐ facilitating the interaction of child with people and events in the outside world as well as in school
- ☐ encouraging students to identify their strengths and resources: stressing those strengths while helping them
- ☐ understand and work on their weaknesses

Commissioner Ingram Serves on Career Education Committee

The President of the COUNCIL OF CHIEF STATE SCHOOL OFFICERS, Howard Casmey, has appointed Tennessee Commissioner, Sam H. Ingram, to serve the Council on its special committee on Career Education.

- ☐ providing SUCCESS experiences for each child
- ☐ guiding students in realistic goal setting – long and short term goals. (Bettleheim uses *Three Little Pigs* to illustrate the growth process in resolving the conflict between the pleasure and reality principles. Goals should be conceivable, believeable, achievable, measurable, desirable, and specific.

Great Teachings Foundation of Career Education Concept

The Career Education Concept follows Socrates' famous dictum, "KNOW THYSELF", which was reiterated by Christ, Buddha, and Muhhammad. Likewise, it utilizes the "I-THOU" process, identified by 20th century philosopher Martin Buber, as the process of GROWTH, whereby man defines and redefines himself. Without this relating of "self" and others, there can be no growth; and growth is education and education is growth. Leading minds in every generation have reaffirmed the wisdom of "discovering self through relationship", but probably no one has imparted the full intellectual and emotional impact of so significant and grave a matter as did Robert Burns, who with his homespun philosophic humor said:

> "Oh, Wad some power the giftie gie us
> To see oursels as others see us!
> It wad frae (from) many a blunder free us,
> And foolish notion."

SOURCES

Bettleheim, Bruno. *The Uses of Enchantment, The Meaning And Importance of Fairy Tales,* Alfred Knoff, New York, 1976.

Fabun, Don. *The Children of Change,* Glencoe Press of MacMillan Co., Beverly Hill's, California, 1969.
Dimensions of Change, Glencoe Press, Beverly Hills, Ca., 1971.

Hyde, Janice. "Attitude & Self-Concept Development", presented at the University of Alabama, 1968.

Shertzer, Bruce, *Career Exploration and Planning,* Houghton Mifflin Co., Boston, 1973.

FTC Warns. . . Watch out for occupational gyps. The most flagrant examples are schools that are valueless in qualifying trainees for specific jobs, such as:

truck driver *correspondence* schools

airline mechanics or stewardess training.

Also, watch for "degree mills"; institutions that misrepresent their offerings, or make extravagant claims and assurances of employment, or require students and parents to sign contracts for exorbitant fees.

Seek suggestions from *The American Personnel and Guidance Association's Guide for Students.*

Before taking a correspondence course, a student should should check the *Home Study Blue Book* to determine if it is offered by an approval school.

Title:	**Career Pamphlets**
Order From:	U.S. Department of Labor Bureau of Labor Statistics Washington, D. C. 20212
Date:	1974
Cost:	Free
Description of Media:	Pamphlets

Description of Material:

Biology and Your Career
English and Your Career
Foreign Languages and Your Career
Liberal Arts and Your Career
Math and Your Career
Science and Your Career
Social Science and Your Career
The Outdoors and Your Career
Thinking of an Office Job
Your Job as a Repairman or Mechanic

NOTICE

CAREER EDUCATION / GUIDANCE INSTITUTE

sponsored by the National Alliance of Businessmen and George Peabody College for Teachers

May 18-21, 1976

All sessions will take place in HDL 100, Peabody

Registration can be made through Ralph E. Kirkman, Director, Box 41, Peabody College, Nashville, Tennessee 37203.

Registration fee – $5.00 nonrefundable

This conference is for public school administrators, teachers, and counselors; deans of education; education department chairmen; directors of teacher education; and other professionals and students interested in career education and career guidance.

CAREER EDUCATION PROJECT
Tennessee Department of Education
Cordell Hull Building, Room 115
Nashville, Tennessee 37219

CAREER EDUCATION

VOLUME 1 NUMBER 3 • A NEWSLETTER FROM TENNESSEE CAREER EDUCATION • APRIL, 1976

What in the WORK WORLD is going on?

Exploring Work is Career Education Business

Career Awareness and Career Exploration fuse naturally into the initial self-awareness stage as phase II of the Career Educational Model as envisioned by the U.S. Office of Education and the Office of Career Education. Before the actual career exploration process can begin, however, students must investigate their attitudes toward work and workers and formulate some basic concepts. Most fundamentally, students should begin to focus upon the "meaning" of work—what is work and why do people work. They need to become aware of the different attitudes and life-styles surrounding work and workers from a historical as well as current point of view.

WHAT IS THE "MEANING" OF WORK?

An awareness of the magnitude and importance of work begins when work is no longer defined as "toil and labor" and when workers do not conjure up "slave-like" images; but rather, when work begins to mean any type of activity engaged in, *PAID OR UNPAID, VOCATION OR AVOCATION*, and *otherwise*. Not only do the 25,000-30,000 jobs classified in the *Dictionary of Occupational Titles* constitute types of work, but recreation and leisure activities are also classified as types of work. Therefore working is a means whereby individuals satisfy or gratify their needs and wants; and this process involves charitable, philanthropic, social services, hobbies, sports, recreational, educational, meditational activities, etc.—just "plain 'ole doings for self and for others."

WHY DO WE WORK?

Students, then, may begin to understand that to work for the purpose of gratifying basic, physiological needs only —food, clothing, shelter, sex—can result in the individual existing in a "deprived state," a very unpleasant, uncomfortable and anxiety-producing condition. A. H. Maslow's theory of motivation, probably the most cited feature of modern human development theory, structures man's needs in the following hierarchial pattern: *1) physiological; 2) safety; 3) belongingness and love; 4) importance, respect, and self-esteem, and independence and 5) information, understanding, beauty, and self-actualization*. His theory states that the more basic needs, the lower in the hierarchy, must be adequately satisfied before man can progress to the more complex stages in the structure; if, however, at any time, the more fundamental needs become ungratified or deprived, satisfying these will dominate or take precedent. This gratification process is considered by Maslow as the prime motivator of action.

Source: (Maslow A. H. **Motivation and Personality**, Harper's Row, N.Y. 1954)

Students' primary work, school experiences as well as their part-time work and all other home and community activities may then be explored in light of gratification patterns.

(Continued on Page 2)

What in the WORK WORLD is going on?

(Continued from Page 1)

DIFFERENT PEOPLES, DIFFERENT TIMES EQUAL DIFFERENT ATTITUDES TOWARD WORK

Students need also to gain an insight into the concept of changing attitudes toward work and workers—historically, culturally, and socially. For example, to the **Greeks** and **Romans** "work" meant sorrow. The Greek word for "work" is PONOS; the same word in Latin, POENA, means sorrow. Workers were not respected but were placed under a curse (to work) by the Gods, they believed. The philosopher-thinker-statesman was the respected one—the "king" so to speak. The Hebrews considered work as a necessary punishment in order to free man from original sin. Work was not respected but workers, however, were. The worker, who performed the punishment, was dignified, because it was through his efforts that man could be expiated and returned to the harmony of Eden. The early **Christians** added a new dimension to the Hebrew concept—that of work as "charity." Work was a means of sharing and helping others. Work and the worker acquired spiritual dignity. Idleness was uncharitable and hence evil.

Martin Luther defined what is called the "work ethic" or "protestant ethic." To the earlier idea of charity, Luther added the concept of work as being divine—the best way to serve God. To Luther, economic life was essential and each man must assume his station in life and provide for himself within that station where God placed him. Work became the basis for social living and social structure.

John Calvin added another dimension to the "work ethic"—that work was a means of social mobility and freedom. Calvin saw work as God's will for man in order to better his life; thereby, better benefiting society. Both rich and poor must work and use the derived profits and benefits to improve the individual's life—both his vocation and his social station. Working man improves society and aids in progress toward the establishment of God's kingdom.

Source: (Bailey & Stadt—**Career Education, New Approaches to Human Development,** McKnight Pub. Co., Bloomington, Ill., 1973.)

With the advent of the Industrial Revolution and the growth of the "New World-America" and its abundant supply of natural resources, many types of jobs and careers expanded and attitudes toward work changed. Work meant "progress" toward a better life. The "work ethic" so flourished that work became a kind of religion. This expansion of the world of work continued to burgeon with 20th century technological progress. But, in the middle 20th century, however, there has been an attitudinal dichotomy develop toward work. One concept is that work is associated with the "establishment." Work has made possible the hedonist, affluent, materialistic value system which many of the young adults view as sterile and empty; therefore, they have become "anti-establishment", and hence, anti-work. Many other young adults, as a result of affluent, modern living, have no real economic need to work. Lacking a deep understanding and appreciation of the sociological historical struggles in the world of work, they unfortunately see no purpose in work. They also reflect the "anti-work" attitude. On the other side of the dichotomy, however, is the attitude that only through work can man close the gap between advanced technology and the multiple social ills and problems. This attitude is held by many young adults from all strata of society. The existing human condition along with the expansions of emerging nations, space and oceans, challenges man's work to make magnanimous contributions toward solving human problems and improving human conditions. Work then gains dignity and respect as a significant aspect of living because it directly relates to the quality of life, both present and future. Since human problems are mounting and the gap between know-how (technological) and conditions of human living is widening, this feeling toward the importance and necessity of work is growing. Young and old people alike, want to serve peoples' needs to improve and preserve quality life.

CAREER EXPLORING KEY—WHAT PEOPLE DO

Having gained a broader understanding and appreciation of the world of work, students are ready for actual exploration into career possibilities. There are probably as many methods for facilitating career exploration as the teacher's ingenuity permits. A plethora of information about jobs and careers is available from industry, business, and trade associations, from labor unions, armed forces, local and federal governments, and from many books and periodicals concerned with career and occupational information and education. So many sources abound that the teacher may face a dilemma in organizing a filing system for the resource center. The classification system most frequently used is the Dictionary of Occupational Titles (D.O.T.). DOT not only classifies but offers other such valuable information as worker traits, etc. Many other systems are available from industry and labor. Most occupational information books offer discussions on systems of classifying data (See February 1976 Career Ed newsletter for sources). As an aid to teachers, the National Office of Education has categorized jobs into 15 Career Clusters. **(See Transparency #1-#2 for Cluster and Career families—typical careers.)**

Searching out information in books, periodicals, monographs, etc. is a necessary step in the career exploring and career awareness process. *But the real key to understanding about work and particular jobs is actually talking with and/or working with people doing the job itself.* There's nothing that can compare to the real life experience! A close working relationship between school and the working community is a MUST for success in career education.

To Reach the Unreachable Star
And to Follow that Star No
Matter How Far!

CAREER EXPLORATION: **Below are the Career Families and some typical careers with the 15 Career Clusters. These represent only a partial list of related careers. Others should be added according to local opportunities.**

THE AGRI-BUSINESS & NATURAL RESOURCES **includes instruction in a variety of areas including fish and wildlife, farming, forestry, petroleum and related products, support programs and regulations, and research.**

Farm Production: General Farmer, Plant, Vegetable Crop or Cotton Farmers, Fruit and Nut, Tobacco, Livestock, Poultry, Dairy Farmers; Veterinarian, Fishery Operator, Frog, Cricket, Fish Farmers, Horticulturist, Nurserymen, Green-

Farm Production: General Farmer, Plant, Vegetable Crop orCotton Farmers, Fruit and Nut, Tobacco, Livestock, Poultry, Dairy Farmers; Veterinarian, Fishery Operator, Frog, Cricket, Fish Farmers, Horticulturist, Nurserymen, Greenhouse Florist, and Groundkeeper.

Forestry: Forester, Forestry Aide, Forest Ranger, Forest Firefighter.

Agriculture Science: Crop-Research Scientist, Crop Scientist, Agronomist, Animal Nutritionist, Dairy Husbandman, Poultry Husband, Ornamental Horticulturiest, Soil Conservationist, Forest Ecologist.

Agriculture Sales and Services: Farm Equipment Dealers, Mechanics, Repairman, Salesman, Parts Salesman, Shipping and Receiving Clerks, Farm Equipment Operator, Blacksmith.

Land and Water Management: Turbine, Boiler Operators, Licensed Merchant Marine Officers, Unlicensed Seaman, Coast Guard, TVA, Army Corp of Engineers, Environmentalist and Pollution Control.

Minerals and Petroleum: Petroleum Geologist, Chemist, Minerologist, Paleontologist, Planetable Operator, Rodmen, Prospecting Drillers Shooters, Engineers, Rig Builder.

THE CONSTRUCTION CLUSTER **gives students an opportunity to study and use various applications in the area of construction. Learning experiences involve development and project planning use of construction materials, installations such as plumbing, purchasing of materials, real estate, small interior furnishings, etc.**

Architect: Landscape Architect, Building Architect, Draftsman, Designer, Decorator, Planner, Brueprint Tracer.

Engineer: Civil Engineer, Construction Engineer, Contractor, Landscape Engineer, Developer Estimator, Surveyor.

Machinery Operator: Landscaper, Bulldozer, Hoist, Crane Operators, Tractor or Pan Operators, Machinery Mechanic.
chine Mechanic.

Building Trades: Electrician, Heating and Air Condition, Fabricator, Welder, Carpenter, Cabinetmaker, Brickmason, Erector, Plumber, Finisher (wall and cement), Roofer, Insulator, Painter.

Other Related Occupations: Inspector, Labor Negotiator, Realtor, Safety Coordinator.

(Continued, next issue)

CAREER EDUCATION PROJECT
Tennessee Department of Education
Cordell Hull Building, Room 115
Nashville, Tennessee 37219

Career Education

VOLUME 1 NUMBER 4 A NEWSLETTER FOR TENNESSEE CAREER EDUCATION MAY, 1976

Tennessee Career Education Practices Hoyt's 'MARSHMALLOW PRINCIPLE'

Teachers Develop A Potpourri of Activities

Tennessee's Career Education effort in its initial stage of conceptual evolution is applying what National Director Kenneth Hoyt, Office of Career Education, USOE, has invented and termed "The Marshmallow Principle." Dr. Hoyt states this Principle thus:

> External pressure exerted on an organization to change its basic structure will, for as long as that pressure is applied, cause the organization's structure to bend and assume a new shape. Once the pressure is removed, the organization will reassume its original shape. *Basic change in organizational structure is accomplished when the key functionaries within that organization make an internal commitment to change.*

organization, in this case, is education and the key functionaries who must "make an internal commitment to change" are the professional educators, the majority of whom are the CLASSROOM TEACHERS. "If this principle holds, the importance of 'teacher power' cannot be overemphasized," states Dr. Hoyt. "It is my firm belief," he continues, "that if any basic change is to come to American education, it will come out of changes in the professional commitments of CLASSROOM teachers. Unless that change can be seen in the classroom it is not real change."

Career Education NOT "Canned" in Tennessee

Career education in Tennessee is developing out of a creative effort on the part of administrators, supervisors, teachers and business leaders in collaboration about experiences relating academic areas to the career needs of students. Kenneth Hawkins, District Career Education Specialist, Southwest Tennessee and Memphis Delta Districts, summed up the career education program in Tennessee when he recently stated to Jackson teachers, "The good thing about this program is that it lets teachers plan and develop their own program. It lets you 'do your own thing' rather than hand you some packaged program and ask or order you to use it." Consequently, teachers are busily engaged in a POTPOURRI of activities:

To mention a few –

All State Department Staff as well as Local Educational Personnel (LEA) have taken pre-tests on career education knowledge and attitudes. These will be used for evaluating in-services. Conferences have been held for every district in Dayton, Cookeville, Murfreesboro Knoxville, Smyrna, Memphis, Nashville meetings focused upon materials and initial organizational structuring and philosophy. Especially heavy on the agenda for the end of the school year are conferences and workshops planning career education summer in-service activities in preparation for next year's program.

State Project Director, Jerry Gaither, will gather information on how to organize and develop a Statewide plan for a statewide program at a confer-

Continued on page 2

ence sponsored by the Council of Chief State School Officers in Phoenix, Arizona, this month. Also May is the time that Jerry and others from the State Department will hear from Dr. Hoyt, Commissioner Bell, Representative Carl Perkins on the "Future of Career Education," legislatively and financially, at the National Conference on Career Education in Washington, D.C. On May 18, at George Peabody College, Commissioner Ingram will address teachers, counselors, supervisors, and college deans and professors on "Career Education in Tennessee." Additionally, many Tennessee teachers are signing up for graduate courses and CEU seminars on career education content and methodologies.

Summer In-services in Career Education Rank First on City and County Agendas

Martha Polk, Gilbert Harrison and Kenneth Hawkins, District Specialists, are acting in a consultant capacity to the planning activities of the West Tennessee Projects, Jackson City, Dyersburg City, and Shelby County. System supervisors, school principals and guidance counselors are identifying key functionaries to act as committee leaders for the planned two-day summer in-service. From those schools selected for the project, those who have been identified to date are as follows:

JACKSON CITY SYSTEM consultants – Ralph Johnson, Jesse Brooks, Kay Thomason
Parkway Jr. High – Principal John Werthing
Tigrett Jr. High – Principal James Truett
Jackson Jr. High – Principal J. B. Frye

Guidance Counselors: Mary Emma Floyd, Vera Williams, Anita Hodges
Teachers: Judy Palmer, Betty Poe, Susan Fillion, Cloe Boyd, Mary Pitts, Sue Blass, Eloise Newbern, Heniettan Barnes, Charlene Sutherland, Ruth Brantley, George Freeman, Vivian Turner, Gladys Hamilton, Polly Webb, Sallie Werthing, Maxine Stewart, Becky Voegeli, Louise Thompson, Allen Burton, Debra Holmes.

Dr. Robert Crawford and Dr. Robert Davis, College of Education Guidance and Counseling, Memphis State University, have been and will continue to serve as resource consultants to enrich teachers' background in career information. An important aspect of Jackson's program will be the coordination of Career education with their on-going SAP (student activity program) in Parkway School. This program provides for student choice of activities relating to occupations or recreation, such as tennis, golf, and chess. Next year emphasis will be on occupations. First hand experiences are offered for learning about work.

DYERSBURG CITY SYSTEM consultant – Ira Simmons, supervisor
Dyersburg Jr. High – Principal Ed Eller
Guidance Counselor: Tom Parnell
Teachers: Jim Fitch, Maureen Henry, Floyd Speck, Mike Perry, Peggy Bruce, Tyles Davenport, Betty Gardner, Ann Harrison, Brenda Butler

Dr. L. C. Dietz, University of Tennessee and Drs. Crawford and Davis, Memphis State University will be resource persons.

This year Jim Fitch has offered the McKnight Program to boys and girls (50% are girls in his class). This program provides for an understanding of the "total" concept of manufacturing rather than the narrow product-orientation approach. Next year all eighth graders will take Mr. Fitch's course in manufacturing to reinforce the career information stemming from the academic subject areas.

SHELBY COUNTY SYSTEM - Dr. Forestine London
Collierville Jr. High – Principal Dr. Francis E. Ray
Bolton Jr. High – Principal Hughlon Pippin
Millington Jr. High – Principal Joseph R. Morton
Bartlett Jr. High – Principal John Barnes
Germantown Jr. High – Principal Ernest Chism

Dr. London and Guidance counselors from each school are identifying teachers for a six-weeks' workshop to develop a course of study, student handbooks, and guidelines. Dr. L.C. Dietz, U.T., Department of Educational Guidance will serve as resource professor.

News Bulletin: Career Education Day

Manchester May 20, 1976. Transportation Exhibit featured at Westwood Junior High under direction of: Mr. Freeman, Principal; Mr. Gray, Vice-Principal; Mr. Brandon, Counselor.

SOME RECENT PUBLICATIONS ON CAREER EDUCATION

Sex Fairness In Career Guidance: A Learning Kit. Cambridge, Massachusetts: Abt Associates; 1975.

This learning kit was produced under a project sponsored by the National Institute of Education. The kit presents materials to aid in the elimination of sex-role stereotyping and sex bias in the process of career choice. The kit includes a 265-page book, an audio-tape cassette, and supplementary materials. This learning kit can be purchased for $15.00 by writing to Abt Publications, 55 Wheeler Street, Cambridge, Massachusetts 02138.

Sex Stereotyping and Occupational Aspiration: An Annotated Bibliography (BB-29). Columbus, Ohio: Ohio State University; 1975.

This publication was prepared by the Center for Vocational Education of Ohio State University on the basis of a computer-assisted search of the ERIC System and the AIM/ARM System. The publication can be purchased for $3.00 by writing to Product Utilization Section, Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

Jerry Gaither, Director
Career Education

Sam H. Ingram, Commissioner
Tennessee Department of Education

Jo DeFord Sullivan
Editor

Published by the Tennessee Department of Education through the Division of Instructional Services-Career Education Program.

"WOULD YOU TELL ME PLEASE,

WHICH WAY I OUGHT TO GO FROM HERE?" asked Alice

"THAT DEPENDS A GOOD DEAL ON

WHERE YOU WANT TO GET TO," said the Cheshire Cat

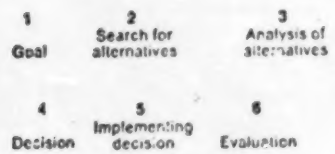
Career Education is Learning HOW to make Decisions

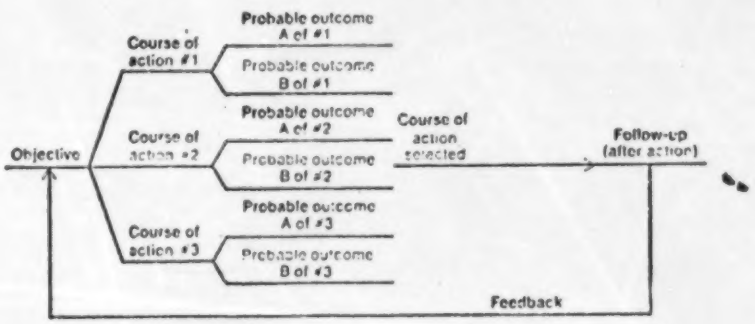
DE·CI·SION-MAKING – "the PROCESS of selecting a particular course of action from among a number of alternatives."

CA·REER – (fr. F. - a street, road, race course) 1. a COURSE or PASSAGE; full speed or exercise of activity. 2. ENCOUNTER, CHARGE. 3. a course of continued progress"

Phase III of the Career Education Model involves developing skills for making decisions. Using the above definitions, this skill involves learning a PROCESS of "choosing" the most attractive path or course of life-that path which is of the most value and worth in terms of one's goals and objectives. The key Career Education concept is that it is better to choose intelligently than being told what to do. Choosing intelligently, making-decisions wisely, is different conceptually from making wise decisions. Decisions are an individual, unique matter: what is wise for one person may not be wise for another; but the PROCESS of making a decision, however, is much the same for everyone. Everyone must weigh "means" and "ends" and what's forgone against what's gained. Certain basic steps are agreed upon by most authorities as an accepted process for making decisions intelligently. Thomas Adams, The Business of Business, "Managerial Decision-Making" offers these basic 6 steps and Schema:

1. Careful identification of the objective.
2. A search for alternative courses of action to achieve the objective.
3. Analysis of the alternatives and the probable consequences from the use of each.
4. The selection of the most promosing course of action - a decision.
5. Implementing the decision.
6. Follow-up to evaluate the results from the course of action selected.





This simplified model assumes only 3 alternatives and only one course of action to be chosen. In actual practice, the nature of the alternatives may warrant the decision to use a multiple course of action, i.e. two or more alternatives may be used or two or more combined to form a combined course of action. Each step should be taken in order, however, to ensure the selection and application of the best alternative. Step 3 – the collection of information and data from past or present experiences-facilitates careful analysis of the WORTH of various alternatives. Probably The Most Serious Deficiency in Human Decision-Making Is The Processing Of Information-(Steps 2 & 3.)

Making a career decision is less a one time situation than it used to be. Current statistics show that an individual averages 6 or 7 jobs/careers in his/her lifetime. Today's rapidity of change has facilitated and even demanded MOBILITY. Therefore gathering information, the "exploring stage," must involve the search for past and present and the "forecastings" of future career possibilities. The process of using these steps will greatly facilitate effective career "choosing" but the foundation for effective career "choices" lies in the values and goals of each individual (self-awareness stage). It's as the grinning Chesire Cat says, "That depends a good deal on where you want to go!"

Exploring Career Families & Typical Careers

Below are some career families and typical careers with the 15 Career Clusters. These represent only a partial list of related careers. Others need to be added according to local opportunities and current new job creations.

THE COMMUNICATION AND MEDIA CLUSTER includes those careers dealing with the dissemination of information either for the public or as a personal service.

Publishing: Newspaper Editor, Newspaper Reporter, Newsletters, Technical Writers, Photographers, Electrotypers, Stereotypers, Pressmen and Assistants, Lithographic Occupations, Bookbinder and related occupations.

Broadcast: Announcers, Broadcast Technicians, Video Camera Operators and related occupations, Ground Radio Operator and Teletypist, Two-way Commercial Radio Occupations.

Line Communications: Linemen, Cable Splicer, Insttallers, Repairmen, Operators, Framemen, Testboard Men, Control Office Installer, PBX Installers and Repairmen.

Audio-Visual: Photographer, Photographic Lab. Occupations, Sign Painter, Draftsman/Illustrator, Audio Tape Recorder Operator, Movie Projector Operator.

Public Relations: Advertising, P-R for Industry, etc.

THE CONSUMER AND HOMEMAKING CLUSTER includes the careers of homemaking and related careers in the areas of family relations, child care, housing and home furnishing, clothing and textiles, food and nutrition. Activities related to consumer education, personal appearance, etc., are also included.

Child Care: Teacher's Aide, Nursery School, Kindergarten Teacher and Operators, Day Care Center Workers, Aide at Children's Home, Self-Employed Child Care Worker, Camp Careers, Religious Education Workers.

Family Relations: Home Economist, Marriage Counselor, Consumer Counselor, Extension Agents, 4-H Club Workers, Case Workers.

Housing: Interior Decorator, Home and Equipment Consultant, House Managers, Laboratory Workers.

Clothing and Textiles: Research Workers, Seamstress, Laundry Workers, Textile Consultants, Dressmakers, Tailors, Alterations Workers.

Food and Nutrition: Food Demonstration Workers, Test Kitchen Worker with Food Companies, Dietician, Diet and Nutrition Consultant.

THE BUSINESS AND OFFICE CLUSTER includes those creers related to business administration, office machines, data, and office practice.

Secretary and Stenographer: Legal, Medical or General Secretary; Court Reporter, Stenographer, Technical Stenographer, Receptionist, Typist, Teacher's Aide.

Accounting: Public, Private, CPA, Auitor, Controller, Budget Officer, Bookkeeper.

Electronic Computer Personnel: Keypunch Operator, Data Typist, Programmer, Card Verifier, Card-to-tape Converter, Console Operator, Systems Analyst.

Office Machine Operators: Billing Machine, Bookkeeping Machine, Adding and Calculating Machine, Mail and Mailhandling Machine, Sorting Machine, Duplicating Machine, Mimeograph Operators.

Clerks: Filing, Billing, Office, Disbursing Clerks.

Cashiers: Tellers, Box Cashier, Credit Cashier, Cashier.

Business Administrators: Plant Manager, Personnel Director, Hospital Administrator, Economists.

Repairman: Business Machine and Office Equipment Repairmen. (To be continued next issue)

CAREER EDUCATION PROJECT
Tennessee Department of Education
Cordell Hull Building, Room 115
Nashville, Tennessee 37219

CAREER EDUCATION

VOLUME 1 NUMBER 5 • A NEWSLETTER FROM TENNESSEE CAREER EDUCATION • JUNE, 1976

CAREER EDUCATION HAPPENINGS IN TENNESSEE

Putnam County Kids Learn the Lingo of Work

"Youth have a Right-to-Read about careers," says Margaret Prescott, educational supervisor for Putnam County School system. Learning the words connected with the various kinds of work will be a feature of a combined "Right-to-Read Through Career Education Learning Module" created under the direction of Mrs. Prescott, for junior high school young people. By combining a portion of money from the two federal projects, a more effective module can be developed which will utilize the combination of the reading-for-relevancy approach, Elizabeth Aston Warner-style, with audio-visuals, ie. filmstrips, cassettes, games, SRA Guidance material, etc. This career awareness module will be offered to all junior high students including the handicapped. Those teachers who are assuming a leadership role in organizing and motivating career education in-service activities are as follows:

Junior High Pilot School – Cookeville Junior High

Principal	Mr. Cecil Allen
Assistant Principal	Mr. Burley Cannon
Counselors	Mrs. Margaret Hale
	Mrs. Anna Coffelt
	Mrs. Wanda Slagle
	Mr. Roger Johnson

Putnam County Senior High

The Putnam County High School Career Program will feature a self-help laboratory of career materials and audio-visuals. Besides updating existing career kits and materials for this lab, teachers are now busy researching materials from businesses, industry, labor, as well as from the many good textbooks companies. Largo Career Kits (Largo, Florida), Pathescope Education Films Inc., SRA Guidance Kit Series have met with approval from the teacher staff. "Cookeville is lucky to have so many industries to visit and to tap for resource people," said Mrs. Prescott. "I hope we can arrange some 'coop' experience but that may involve too much money," she continued. The following are the teachers who are serving as leaders and role models for Career Education:

Principal	Mr. Bob H. Holloway
Assistant Principal	Mr. Gertis Carr
Director of Vocational School	Mr. Bobby Gentry
Counselors	Mrs. Sandra Horner
	Mrs. Ramona Highman
	Mr. Earl Dial
Teacher of Career Orientation	Mr. Eugene Hunter

CAREER EDUCATION HAPPENINGS IN TENNESSEE

(Continued from page 1)

The Elementary Pilot Program at the Park View Elementary School under the guidance of Mr. Hollis Loftis, Principal, Mrs. Jean Buck, Counselor, will begin its awareness program by using the SRA Guidance materials as the base program. Field trips will take on a new dimension and direction. Students will look at the various local services from the point of view of possible careers as well as the usual approach of "those who serve us". Learning the details and routine about what people actually do and what their life-style is will become important information.

"The teachers in Putnam County are enthusiastic about the career education approach," said Margaret Prescott. "That's why Charles Windle, State Department of Education District Specialist, Burch Williams, Vocational Education Supervisor, and I are attending the three-day conference that Peabody and the National Alliance of Businessmen are co-sponsoring. We're interested in the philosphy, new ideas and approaches, and possible resource for our program and for the 31st Annual Education Conference to be held at Tennessee Tech University August 19-20. Fourteen counties will be participating in this conference which is sponsored by Tennessee Tech University and the Upper Cumberland Education Cooperative. Current issues in education (including career education) will be the major topics for workshops.

June 21-22	Statewide Elementary Guidance Tennessee Tech University (See Superintendent of your System or write Dr. Charles Sams, Director of Guidance)
August 4-5-6	University of Tennessee Martin Statewide Career Guidance Conference (See Superintendent o Dr. Charles Sams)
August 19-20	In-Service Upper Cumberland Tennessee Tech University, Cookeville, Tennessee

Paul Holmes's Research Project Aids Teachers of Handicapped

Paul Holmes, Mid Cumberland District Career Education Specialist and specialist for the Division of Education for the Handicapped, is completing a six months' research developmental project. The purpose of this project is to bring together sources of program alternatives and activities that have been successful in the education of persons with various handicapping conditions. Emphasis has been given to the secondary level where job performance, expectations, and handicapping conditions have been matched in order to help determine potential employability. Several state plans have been compared and studied. Many agencies have been helpful in providing assistance. This information will be available this fall to others engaged in education.

"I am hoping that this study and the Reading/Career Module, I'm researching and developing, will be available for this summer's teacher in-service workshops, especially those stressing Career education. The Reading/Career Module will suggest to Local Education Agencies, (LEA) ways of developing "reading for career education."

CAREER EDUCATORS – HOLDS THE DATES OF NOVEMBER 8, 9, 10 OPEN

All roads will lead to Houston, Texas, for the giant jamboree on Career Education, if current negotiations underway in Washington D. C. are successful. Announced as being official at a recent meeting of the National Advisory Council on Vocational Education (NACVE) by NAVCE's Texas member, the rally of thousands of Career Educators, is supposed to give national pre-eminence to Career Education. It won't be a White House Conference on CE, as originally hoped, but it will have high-level support from the U. S. Office of Education, plus financial and promotional backing from big industry.

Jerry Gaither, Director
Career Education

Sam H. Ingram, Commissioner
Tennessee Department of Education

Jo DeFord Sullivan
Editor

Published by the Tennessee Department of Education through the Division of Instructional Services-Career Education Program

Metro-Davidson County Active in Career Education and Guidance

Metro-Davidson County's federal grant for effecting "an incremental improvement in career education activities" is being applied to two phases of career education activities:

1) Relating the basic courses of social studies, English, mathematics, and science in grades 7-12 to the major career clusters identified by the U. S. Office of Education

2) Providing for additional delivery of career guidance information to students in grades 7-12 through the Department of Guidance and Counseling.

Phase one of the project is materials development. Approximately forty teachers have been identified to develop a "bank" of career awareness exploration grade units for 7-12 in the academic area of social studies, English, mathematics, and science. These materials will be shared with other interested teachers. Subject area coordinators – Elizabeth Burgess, Mack Shannon, Bob Bryson, Woodard Pigg, and Dorothy Pease, guidance, are offering leadership and guidance to those teachers developing these materials and also to those in the "Career Education in the Classroom" workshops which interested teachers will be attending this summer.

In addition, microfiche readers/printers and INFOE Career Guidance and information materials are now available to students in several schools. Through the cooperative effort of the Guidance Division and the Department of Vocational Education, microfiche readers/printers and INFOE materials on career guidance have been placed at Maplewood, Stratford, McGavock, Hillwood and North. These schools are now participating in the University of Tennessee's Research Coordinating Unit project – Implementation of a State-Wide Computer-Based, Occupational Information System with Multi-Facet Delivery System.

East Senior and Maplewood Vocation Advancement Programs (VAP) also field-tested materials, filmstrips and cassettes developed under the project for handicapped students. Another facet of the project provided for the development of materials for the blind and partially sighted. These were field-tested for computerizing the INFOE occupational information. Maplewood High School, was one of the secondary schools across the State tied into the computer for student use.

Next year Phase two of the project will stress delivery of career guidance information to students by putting microfiche reader/printers and INFOE microfiche materials in two junior high schools and two senior highs -- Apollo, West End, Bellevue and East.

CURRENT CAREER EDUCATION RESOURCES ABOUND

EPIE Career Education Set (Two Volumes). New York, N.Y.: EPIE Institute, 1975.

This two-volume career education set was produced under a project sponsored by the National Institute of Education. Volume 1 is entitled: "How to Select and Evaluate Instructional Prescreened Materials." The two volume set can be purchased for $31.00 by writing to Educational Products Information Exchange, EPIE Institute, 463 West Street, New York, N.Y. 10014.

Career Education: Contributions to an Evolving Concept; A Collection of Papers by Kenneth B. Hoyt. Salt Lake City, Utah: Olympus Publishing Company; 1975.

This book of readings provides, in published form, a collection of 33 papers on career education written by Dr. Hoyt over a four year period (March 1971 to March 1975). The 438 page book can be purchased for $8.95 by writing to Olympus Publishing Company, 1670 East Thirteenth South, Salt Lake City, Utah 84105.

Journal of Research and Development in Education, Volume 7, Number 3, Spring 1974.

The entire Spring 1974 issue of the *Journal of Research and Development in Education* is devoted to the topic of "Career Education." The Spring 1974 issue (Volume 7, No. 3) contains eleven journal articles by contributors such as Judith Battenschlag, Garry Bice, Henry Brickell, Sidney High, Arthur Lee, Larry McClure, Arthur Nelson, Corinne Rieder, Elizabeth Simpson, Gordon Swanson, and Patrick Weagraff. Single copies of the Spring 1974 issue of the journal (124 pages) can be ordered at $2.00 each from Journal of Research and Development in Education, G-3 Aderhold Building, University of Georgia, Athens, Georgia 30602. (Single copy orders must be prepaid.)

If you are not fortunate enough to know where you are going, careerwise, you must take steps to find out. An excellent book on the subject of selecting the right career is What Color is Your Parachute. By Richard Boles -- Ten Speed Press, San Francisco (4.95 at most bookstores)

Exploring Career Families & Typical Careers

THE HEALTH OCCUPATIONS CLUSTER includes careers in the following broad areas: administration and office, laboratory, dental, nursing, optical, therapy, physicians and surgeons, veterinary, medicine, x-ray.

Administrative and Office Personnel: Hospital Assistant, Hospital Administrators, Medical Office Assistant, Medical Secretary, Medical Record Librarian, Medical Technician, Receptionist, Ward Clerks.

Dental Personnel: Dental (D.D.), Dental Hygienist, Dental Assistant, Dental Laboratory Technician, Orthodonist.

Laboratory Personnel: Pathologist (M.D.), Medical Technologist, Medical Laboratory Technician, Tissue Technologist (Cytotechnologist), Histologic Technician, Blood Bank Technologist, C.L.A.-Certified Laboratory Assistant.

Nursing Personnel: Clinical Instructor (Teacher R.N.), General Duty-R.N., Private Duty-R.N., Staff, Occupational Health Nurse-R.N., Anesthetist-R.N., Licensed Practical Nurse, Aide, Orderly.

Optical Personnel: Optometrist, Optician, Orthoptist.

Pharmaceutical Personnel: *Anesthesiologist, Dermotologist, Gynecologist, Internist, Neurologist, Obstetrician, Ophthamologist, Pediatrician, Physician Assistants, Plastic Surgeon, Psychiatrist, Surgical Assistants.

Therapy Personnel: Occupational Therapist, Occupational Therapist Assistant, Physical Therapist, Physical Therapist Assistant, Drug & Alcohol Counselors, Recreational Therapist, Musical Therapist.

Veterinary Personnel: Veterinarian, Veterinarian Parasitologist, Veterinarian Assistant.

X-Ray Personnel: Radiologist (M.D.), X-Ray Technician (Radiological Technologist), Radiation Therapist.

Miscellaneous Personnel: Biochemist, Chemist, Chiropractor, Chiropodist, Podiatrist, Dietician, Electrologist, Hospital Attendants, Inhalation Therapist, Medical Social Workers, Psychologist, Sanitarians, Speech Therapist, Audiologist.

THE HOSPITALITY AND RECREATION CLUSTER includes careers in areas such as food service, hotels and lodgings, amusement, parks, sports and athletics, travel agencies and others.

Food Service: Waiter, Waitress, Chef, Cook, Hostess. Restaurant Manager, Short-Order Cook, Caterer, Dishwasher, Busboy, Curb Girl, Bartender, Concession Worker, Soda Jerk.

Hotel and Lodging: Desk Clerk, Bellhop, Bellman, Motel & Hotel Manager, Doorman, Elevator Operator, Information Clerk, Recreation Attendant, Conferences Managers.

Sports and Athletics: Referees, Umpire, Manager, Coach, Professional Athlete, Batboy, Score Keeper, Announcer, Trainer, Caddy, Groundkeeper, Greenkeeper, Locker Attendant, Alley Boy, Poolroom Attendant, Bait Grower, Boathouse Attendant, Cruise Captain, Pier Manager, Lifeguard, Swimming Instructor, Recreation Director.

Amusement: Ushers, Ticket Taker, Projectionist, Amusement Ride Operators, Go-Go Girl, Emcees.

Parks: Park Attendants, Groundskeepers, Guides, Rangers, Zoo Keepers, Managers.

Travel: Conductors, Travel Guides, Travel Agent.

Resorts: Ski Instructor, Marina Occupations, Tour Guides.

ENVIRONMENTAL CONTROL OCCUPATIONS CLUSTER are those which deal with the ecology and the interaction of events in the natural world which affect the quality of life, environmental contamination and enhancement of natural areas, as well as the impact of technology and human population on the environment. This is an expanding field.

Inspector: Air Analyst, Smoke Tester, Radiation Monitor, Sanitary Inspector, Industrial Waste Inspector.

Conservationist: Soil Conservationist and Aide, Forest Ecologist, Forest Fire Fighter, Fire Crewman, Forest Rangers, Game Warden.

Sanitarians: Purification-Plant Operator, Sewage Disposal Engineer, Sanitary Engineer.

Meteorology: Climatologist, Weather Clerk. Meteorologist.

Ecologist: Analyst, Planners in all type of Pollution Controls, Energy Engineers & Specialist.

FINE ARTS OCCUPATIONS CLUSTER are those which deal with music, art, drama and dance.

Art: Art Director, Cartoonist, Sketcher, Ad Layout, Painter (Fresco, Landscape, Miniature, Mural, Oil Portrait, Statuary, and Watercolor), Painting Restorer, Sculptor, Art Teacher, Art Appraiser, Museum & Gallary Curators & Directors, Docents Commercial Artists.

Drama: Stage Director, Dramatic Coach, Drama Teacher, Actor and Actress, Dramatic Reader, Story Teller, Motion Picture & TV Narrator, Newscaster.

Dance: Choreographer, Dance Instructor, Dancers (Acrobatic, Ballet, Ballroom, Chorus, Tap Dance Therapist.

Music: Music Teacher, Choirmaster, Concert Singer, Choral and Music Directors, Musical Entertainer, Musician (instrumental), Orchestra Leader, Popular Singer, Arranger, Composer, Orchestrator, Music Salesmen, & Librarians.

CAREER EDUCATION

VOLUME 1 NUMBER 6 A NEWSLETTER FOR TENNESSEE CAREER EDUCATION JULY, 1976

Tennessee Teachers Re-order Priorities

". Why should not education, as preparation for work, be limited to PAID employment?

" Why should not education, as preparation for work, be as concerned about providing students with adaptability skills required to help them cope with change as it is with providing students with job specific skills that will help them gain initial entry into the occupational society?

" Why should career guidance be considered as a unique function of professional counselors?

" Why should "work experience" be considered a program for a minority of students instead of a general educational methodology available to all students?

" Why should only vocational education be considred as "hire" education?" *(Kenneth B. Hoyt, "Career Education and the Marshmallow Principle", USOE)*

These are but a few of the questions Tennessee educators are asking as they become involved in planning and initiating strategies for integrating Career Education into the total curricula. As a positive approach for effecting change, The National Career Education Program's Director, Kenneth Hoyt, suggests the following eleven strategies:

"Strategy 1: Use public opinion polls and research data illustrating current youth problems and societal need as a rational for reform.

Such data clearly indicates a desire on the part of youth, parents, the business-labor-industry community, and the general public for education to increase its emphasis on education as preparation for work. . . .

"Strategy 2: Emphasize the system-wide need for career education.

The Career Education concept has been purposely pictured in ways that apply to education at every level, in every State, in every educational institution, and to every educator. . . .

"Strategy 3: Utilize an infusion approach to reform.

Real reform cannot be attained through a strategy of "add ons" that leave the rest of the system "as is." Thus, career education has not asked to become a new "educational specialty," nor a new program requiring extensive additions of space and new staff members. . . .

"Strategy 4: Don't try to "take over" all of education.

. . . Career Education has sought, as part of reform, to instill a sense of purpose and positiveness among all persons — teachers and students alike — in ways that will emphasize the multiple goals of American education. . . .

"Strategy 5: Emphasize "work", but do so in humanistic terms.

. . . Career Education has attempted to re-define "work" in humanistic terms related to the human need of all human beings to do — to

(Continued on page 2)

(Continued from page 1)

accomplish – to produce – to achieve. This effort has allowed unpaid work, as well as the entire world of paid employment, to be included in the career education concept. Moreover, it has allowed all educators multiple ways of relating work to their substantive instructional consent. . . .

"Strategy 6: Organize career education efforts around the process of career development.

Career development, as part of human growth and development, covers the entire life span – from the pre-school through the retirement years. Moreover, it encompasses all persons. Finally, it is based on a combination of philosophy and research that emphasized freedom of choice for the individual. . . .

"Strategy 7: Implement career education primarily around the teaching/learning process.

. . . Career Education has centered on the teacher's primary responsibility – i.e., the imparting of substantive content – and asked "how can the total resources of the community be brought to bear on helping students learn more?" and "how can the substantive content you teach be related to work?"

"Strategy 8: Allow teachers the time and the opportunity to be creative.

. . . Rather than invest heavily in new specialists or new materials, career education has made its primary investment in providing teachers with the time to think critically and constructively about how career education can help each teacher better attain his/her objectives. . . .

"Strategy 9: Allow teachers to "sell" themselves on career education.

Career education subscribes to the "15-70-15" philosophy that holds it is reasonable to expect about 15% of teachers will become enthusiastic almost immediately. . . . Career education has sought to capitalize on the 15% who are "enthusiastic supporters" and to use them as the primary role-models for helping the 70% become similarly enthusiastic.

"Strategy 10: Provide key roles in career education for all professionals in education.

. . . Key and crucial roles in career education, in addition to that outlined for classroom teachers, have been outlined for counselors. School administrators, media specialists, and all other professional educators. Each is being asked to change, as part of the reform attempt, in ways that emphasize helping teachers better serve students.

"Strategy 11: Recognize the importance of collaboration.

. . . . An essential element in the kind of reform advocated by career education is greater use of the total community as a learning resource – an abandonment of the false notion that the best way to prepare students for work is to lock them up in a school house and keep them away from it. . . . From the outset, career education has said that this reform is not something educators can do by themselves. Instead, we have pictured career education as a collaborative effort involving the formal education system, the business-labor-industry-professional community, and the home and family structure. Collaboration, on the part of all three of these segments of society, is essential to the kind of reform envisioned by career education."

TODAY'S PROBLEMS TOMORROW'S JOBS

Alvin Toffler's Future Shock cites today's increasing automation and rapid change as the cause of acute shock to people. Preparing for the future requires concentration upon today's problems – energy, over population, food, pollution, waste – all create need for new solutions. Forecasting will be not only educational but helpful in preparing for jobs in the 1980's . . . . Several guiding trends can already now be identified:

- The term career connotes progress and change. Planning to have several jobs or careers will connote wisdom not failure. Unusual combinations of disciplines will probably be in demand.
- Some authorities are also pointing to the need for highly technical skills and manual apprentice-type skills, trades, crafts.
- An increased desire for "human" values in all aspects of work and play seems to be a coming trend among young people.
- Fewer college degrees (labor market is over-educated now). The Ph.D. market is already jammed. Many companies prefer a master's to be trained as Ph.D. in special areas of need.
- Fewer teachers – but there will probably be more demand in personnel services – health, recreational and job-related areas.
- Technology has decreased the need for farm workers.

Opportunity and pay grows better for military. Voluntary service increased openings in all areas of military.

- Small towns are "in" – work force will not have "roots" pulled up so much even though those who travel to and from work may cover longer distances.
- Many YOUNG people will create their own jobs. How they spend their money will create the demand areas.

Jerry Gaither, Director
Career Education

Sam H. Ingram, Commissioner
Tennessee Department of Education

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Editor

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SKILL PREPARATION TURNS JOB APPLICANTS INTO JOB CANDIDATES

•PHASE IV OF THE CAREER EDUCATION MODEL, STRESSES CAREER PREPARATION SKILL DEVELOPMENT. Skill development can range from selected technical skills to those basic skills needed by all students regardless of their career choices. Communication skills – listening, speaking, reading and writing – and basic math skills have always been considered essential as "coping" skills. In addition, certain other skills are needed by all and may be considered as basic, such as letter and resume writing, completing forms, conversation and interviewing, basic organizational and ordering skills, and basic social skills, e.g. promptness, neatness, reliability, and dependability, etc. Even after a student has mastered these basic skills, he/she must still advertise and sell himself and his skills. That's where the resume can make the difference between being the job candidate and the job applicant.

There are many differing opinions and suggestions on resume writing, seeking current commentary is a wise idea. Current books and articles are available in libraries and bookstores such as these current publications:

Job Resumes, How to Write The, How to Present Them, J. I. Biegeleisen; (Grosset & Dunlap);

How to Get a Better Job Quicker, by Richard Payne (Taplinger);

Money Guide to Jobs and Careers, (Time, Inc., Chicago, Illinois);

"Write a Resume That Gets the Job," Changing Times, July, 1975.

Caution is needed! Good resumes are tailored to suit one's background as well as the specific type job interest. There are, however, broad guidelines to help one decide what to put in resumes, what to leave out, what form and tone to use, and how to write a cover letter to accompany a resume. REMEMBER, keep it short, one or two pages preferably. The following is the format most resumes today will take with the following commentaries on each category summarized from leading sources:

RESUME

Name: Social Security :
Address: Phone Number:

Name: Social Security:
Address: Phone Number:
Career Objectives:
Work Experience: (Begin with present time)
Education: (Begin with present time)
School
Special Courses
or training
• Personal Data:
Background
School and Community Activities
Interest and Hobbies
References:

Career Objectives

Some personnel professionals believe that the objectives can be stated better in the cover letter which MUST accompany all resumes. They fear that is stated too specifically, objectives should be very specific like "Area Sales Manager" (see sample resume

Work Experience

The work experience section can be arranged chronologically beginning with the current dates and work description (see sample resume) or the section can be handled functionally leaving out exact dates but giving job descriptions and activities beginning with the present and proceeding backwards. For example: Sales Promotion, Sales Management, Market Research, Sales. In either case, you should handle work experience in reverse order from the present to the earliest.

Try not to shorten up on the work experience, though. Even the earliest, least significant job may be important such as the skills developed by housewives who can claim no formal experience could be listed as "unpaid work".

Educational Background

This should include degrees earned, scholarships, honors, and participation in special programs. Employers frequently look for activities which show leadership qualities.

Personal Data

Whether placed first or not, this section should include hobbies, interests, club memberships, activities showing community interest and leadership, military service, membership in professional organizations, any books, articles, etc. published inventions or patents, and fluency in foreign languages. Many experts suggest that you include something about your family, number of children, your mother's and father's name and occupations

What To Leave Out of Resumé

- Mention of race, religion, or politics looks unprofessional
- Too much information—Do not supply information not asked for in job application. Omit or try to gloss over unfavorable information without seriously distorting the facts. Employers double check, so do not lie, better leave application blank or unanswered than lie or give unfavorable information. Leave the matter for the interview.
- Names and Addresses of References. References should be selected to fit the particular job. These can be forwarded, when requested, in a follow-up letter or supplied at the interview.
- Money. Salary should not be mentioned as it may peg you as too expensive or underpriced. If you feel you can't leave the form blank, you might state that you feel something satisfactory could be agreed upon based upon your skills and upon the specific job.
- Reasons for leaving jobs or your present lack of a job. This gives a negative impression! Keep the tone positive and leave this information for the interview where you can explain in a positive manner. If you are without a job, you might try free-lancing or consulting on a part-time basis to give you something to list. Using the functional format in the resumé, listing only the years, will make the chronological gap less conspicuous.

WOMEN AND OTHER MINORITIES GET BREAK IN JOB MARKET

"For college educated women and members of the minority groups, the developing job market is rich," says staff writer Stephen Silha. (Christian Science Monitor, special issue "Career for the 1980's – Available @ 25 cents, P.O. Box 128 Aston Station, Boston, MA 02123) Today women compose about 40%, the largest number of minority groups. At present about ¼ of these women work in five occupations – secretary, bookkeeper, elementary teacher, household worker, and waitress. Only 2% earn salaries over $15,000 and only 4% are managers of officers.

Secretaries will, of course, still be in demand but the type or style of job is changing to less typing and dictation requirements and more information retrieval services. The U.S. Department of Labor's pamphlet, "Career Planning for High School Girls" suggests that women explore nontraditional fields such as automobile mechanics, draftsmen, building trades, appliance repair services, welders and (for college educated women) accountants, engineers, and managers and governmental and political positions. Counselors are urged to avoid counseling minorities into dead-ended or over-crowded jobs in – such as social work, teaching or law positions. One good field which has been frequently overlooked by counselors is the military. The armed forces are well ahead of business in offering equal opportunity as well as offering an excellent opportunity for a fine quality education.

CAREER EDUCATION PROJECT
Tennessee Department of Education
Cordell Hull Building, Room 115
Nashville, Tennessee 37219

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE: Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/Labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1167

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)	1	6	185	8906	7	9105	Not Identified	Not Iden.	Not Iden.	4732	4373
MIDDLE/JUNIOR HIGH (7-9)	16	32	2363	9023	22	11,456	"	"	"	5928	5528
SENIOR HIGH (10-12)	18	13	392	4884	14	5,321	"	"	"	2756	2565
2-YEAR COLLEGE	---	---	---	---	---	---	"	"	"		
4-YEAR COLLEGE	---	---	---	---	---	---	"	"	"		
ADULTS (nonmatriculated)	---	---	---	---	---	---	"	"	"		
SUB-TOTAL	35	51	2940	22,813	43	25,882	"	"	"	13,416	12,466
EDUCATIONAL PERSONNEL											
TEACHERS	---	---	100	790	---	890					
COUNSELORS	---	---	10	31	---	41					
ADMINISTRATORS	---	---	42	346	---	388					
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY	Not Identified	---	---	---	---	---					
PARENTS	"	---	---	---	---	---					
OTHER (specify)	---	---	---	---	---	---					
TOTAL	35	51	3,092	23,980	43	27,201					

OE FORM 467, 2/76